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Office of STATE SUPERINTENDENT,

MADISON, WIS., December 10, 1892.

To His Excellency, GEORGE W. PECK,

*Governor of Wisconsin :*

SIR:—In compliance with the requirement of law I have the honor to submit herewith the fifth Biennial Report of the Department of Public Instruction, covering the years commencing July 1, 1890, and ending June 30, 1892.

I am sir, very respectfully,

Your obedient servant,

OLIVER E. WELLS,

*State Superintendent.*

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*Financial.*

## FINANCES--NORMAL SCHOOLS.

RECEIPTS.	1890-91.	1891-92.
Income from Investments § 185 R. 8.....	\$48,790 68	\$136,319 08
Tax Levy, chapter 214, laws of 1883.....	1,988 34	2,000 00
Tax Levy, chapter 384, laws of 1885.....	10,000 00	10,000 00
Tax Levy, chapter 409, laws of 1891.....	44,748 91	20,000 00
Refund Direct War Tax, chapter 453, laws of 1891.....	12,010 37	13,617 05
Tuition, book rent .....		
Total.....	\$117,488 30	\$181,836 18
DISBURSEMENTS.		
Salaries.....	\$86,575 13	\$92,705 58
Text books.....	2,801 85	3,440 66
Reference books.....	713 66	765 63
Stationary.....	1,502 50	1,171 48
Fuel and light.....	5,128 74	6,284 28
Furniture.....	2,152 10	2,608 08
Repairs.....	4,222 92	8,464 73
Building.....	1,128 44	47,422 75
Printing.....	653 67	756 03
Apparatus.....	956 95	864 27
Miscellaneous at the schools.....	2,051 87	4,542 62
Teachers' Institutes.....	6,782 34	8,170 33
Services and expenses of committees and secretary.....	998 95	2,103 43
Postage, printing, stationary, and incidentals.....	831 27	1,285 76
Salary of secretary.....	1,000 00	1,250 00
Total.....	\$117,488 30	\$181,836 18

*Financial.*

## STATE UNIVERSITY FINANCES.

RECEIPTS.	1890-91.	1891-92.
Income from productive University Fund..	\$14,859 56	\$16,102 45
Income from productive Agr'l College Fund	17,113 02	16,961 95
State tax, $\frac{1}{4}$ mill, chapter 300, laws 1883	74,111 84	77,982 43
Appropriation, chapter 282, laws 1889	11,498 40	12,415 04
Appropriation, chapter 418, laws 1887	6,000 00	8,000 00
Appropriation, chapter 62, laws 1887	12,000 00	12,000 00
Treasurer U. S. for Exp. Station (Hatch)	15,000 00	15,000 00
Treasurer U. S. for Agr'l College (Morrill)	48,000 00	18,000 00
Appropriation, one tenth mill, chapter 29, laws 1891		62,885 94
Income from Jackson bequest		461 65
From students, fees, tuition, etc	18,250 07	21,188 43
From students, laboratory expenses	3,340 24	5,106 42
From students, library fines	6 56	12 54
From farm sales	4,645 30	4,897 76
From material sold	585 34	42 70
From work done in shop		89 86
From rents	500 00	319 15
From insurance on gymnasium	2,965 00	
From interest, bank deposit		26 78
From time service, Washburn Observatory	509 35	875 50
From John Johnston Fellowship	400 00	400 00
From Johnson Endowment Fund, refund	45 45	
From John Johnston Scholarship	250 00	250 00
From John L. Mitchell Scholarships		1,000 00
Total receipts	\$229,829 33	\$268,510 60
DISBURSEMENTS.		
For Experiment Station	\$35,894 80	\$36,656 74
For College Engineering	21,042 78	32,796 36
For salaries (College Letters, Science, Law and Pharmacy)	50,810 59	82,091 67
For library	3,158 56	3,087 84
For apparatus	1,951 48	1,032 76
For furniture	915 86	1,052 20
For repairs	5,458 80	3,570 39
For incidental expenses	13,463 42	12,409 11
For laboratory supplies	2,764 32	4,679 71
For insurance	569 60	1,096 60
For expenses of Regents	536 97	944 60
For fuel and light	7,522 21	7,604 82
For printing and advertising	2,379 94	2,330 82
For roads and grounds	978 22	1,801 88
For interest (Lewis prize, two years)		36 00
For real estate (Interest on Crosby note)	600 00	600 00
For Observatory	4,619 68	5,159 85
For apparatus "A" (chapter 500, laws 1887)	828 13	274 38
For Agricultural Institute Fund	11,350 00	9,898 27
For Johnson Endowment Fund income (interest)	300 00	302 73
For John Johnston Fellowship	400 00	400 00
For John Johnston Scholarship	250 00	250 00
For John L. Mitchell Scholarships		1,000 00
For Jackson Professorship of Law		228 31
For dairy building	91 02	32,305 79
For law building	179 89	24,977 94
For armory building	443 74	1,603 25
Total disbursements	\$166,510 00	\$268,187 02
Total receipts and disbursements	\$229,829 33	\$268,510 60
Balance September 30th	29,144 41	92,463 74
Balance September 30th		92,787 32
	\$258,973 74	\$360,974 34

*Expenditures and Enrollment.*

## GRAND SUMMARY OF EXPENDITURES.

	1890-91.	1891-92.
Common schools.....	\$4,087,73 01	\$4,326,327 54
University.....	166,110 00	268,157 02
Normal schools.....	110,705,96	173,665 30
Teacher's institutes.....	6,782 34	8,170 83
Paid for instruction in —		
School for the Deaf.....	8,745 00	9,085 00
School for the Blind.....	3,135 00	2,949 00
Industrial School for boys.....	1,330 83	2,241 66
State Public School.....	1,943 00	1,429 65
Apportionment to Deaf Mute schools.....	7,636 83	3,950 34
Salaries of county and city superintendents.....	86,425 00	86,425 00
Postage and printing for above superintendents.....	10,197 00	10,197 00
Unabridged dictionaries for school districts.....	3,514 00	5,554 00
Total.....	\$4,494,654 97	\$4,898,572 44

## GRAND SUMMARY OF ENROLLMENT IN PUBLIC SCHOOLS.

## INCLUDING CITIES.

	1890-91.	1891-92.
Common schools.....	368,284	362,064
Normal schools.....	2,160	2,397
State University.....	966	1,092
Industrial School for Boys.....	437	361
School for the Deaf.....	187	179
School for the Blind.....	86	82
State Public school.....	290	283
Deaf Mute schools.....	55	52
Total.....	372,465	366,510

*Statistics—Free High Schools.*SUMMARY FOR THE FORTY-EIGHT CITIES THAT ARE UNDER  
CITY SUPERINTENDENTS.

	1890-91.	1891-92.
Census of children between 4 and 20 .....	186,111	202,683
Census of children between 7 and 13 .....	73,250	82,647
Children between 7 and 13 who attended public school 12 weeks or more .....	45,081	42,840
Children between 7 and 13 who attended private school 12 weeks or more .....	24,184	27,248
Enrollment of children between 4 and 20 in public schools .....	83,000	90,315
Average number of days taught .....	180	180
Number of school buildings .....	271	299
Seating capacity of same .....	74,772	86,972
Teachers employed .....	1,664	1,928
Teachers holding state certificates .....	107	120
Normal teachers — graduates .....	382	443
Normal teachers — non graduates .....	225	270
Average salary of male teachers .....	\$1,046	\$1,071
Average salary of female teachers .....	381	412

## FREE HIGH SCHOOLS.

	1890-91.	1892-92.
Number organized June 30 .....	176	182
Number sharing in high school apportionment .....	175	181
Pupils under 20 years of age enrolled .....	10,198	10,757
Pupils over 20 years of age enrolled .....	279	265
Total number enrolled .....	10,447	11,022
Average daily attendance at all the schools .....	8,274	8,841
Average daily attendance for individual school .....	47	48
Average length of school year, in days .....	175	178
Pupils in English branches only .....	7,330	7,981
Pupils in German .....	1,146	1,243
Pupils in Latin or Greek .....	1,432	1,931
Average age of pupils entering high school .....	14	13.5
Number of male graduates .....	307	414
Number of female graduates .....	568	742
Total number of graduates .....	875	1,156
Number of male graduates since organization of school .....	2,523	3,137
Number of female graduates since organization of school .....	4,521	5,563
Total number of graduates since organization of school .....	7,044	8,700
Average salary of principals .....	\$950	\$982
Number of principals with salary of \$1,000 or over .....	88	89
Number of female principals .....	1	.....
Number of male assistants .....	24	211
Total number of assistants .....	171	237
Number of principals holding state certificates .....	32	35
Number of principals holding university or college diploma .....	71	55
Number of principals holding Normal school diploma or certifi- cate .....	53	58
Number of principals holding special certificates .....	20	21
Number of schools with an average daily attendance under 25 .....	22	33
Average amount received for tuition, per school .....	\$107	\$128

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*The Department of Education.*

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## THE DEPARTMENT OF EDUCATION.

There are employed in the office of the superintendent of public instruction, an assistant superintendent, an inspector of high schools, a chief clerk, a clerk for the administration of the system of township libraries, a stenographer and a messenger.

It is difficult for one unfamiliar with the duties of the office to appreciate the burden of labor imposed by statute upon the department. It may be somewhat disappointing that the office is not more effective in working reforms and promoting progress in educational affairs. A brief summary of the work which must be done may help to explain why many more important things are not done in a single term.

The number of school districts, exclusive of cities having superintendents, is 6,273. Each has three officers, the clerk being usually the executive officer and therefore the correspondent with this office. There are nearly 1,100 towns whose clerks and treasurers must correspond with the department. Seventy county superintendents, 136 county clerks and treasurers, 48 city superintendents, 391 principals and assistants in the free high schools, and the treasurers and clerks of these schools, all have close business relations with the department.

Thus the regular official correspondents of the office number about 10,000. The irregular correspondents of the office probably equal the regular official correspondents.

Any action upon any matter pertaining to schools, by any municipal or town board, school district or public officer, may be appealed to the department. The most frequent subjects of appeal are those by teachers from the action of superintendents regarding certificates; by citizens from the action of district meetings regarding the selection of school house sites, the erection of school buildings, making the necessary repairs; and from the action of town boards in the formation or division of school districts and the division of property. These latter cases are usually the ones which offer the greatest perplexities



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*The Department of Education.*

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and impose the heaviest burdens. Questions arise which are not controlled by any existing statute and have not been decided by the courts of this or other states. Important personal and property rights are involved which lead to prolonged and bitter contention. Volumes of papers are submitted which require careful study and patient investigation conducted by means of correspondence. Weeks of labor are often required to decide one of these cases. During the present term, 52 cases of appeal, arising under the last two general heads, have been decided. It is a cause of no little satisfaction that opinions on so many cases, involving questions of such magnitude as the reorganization of the entire district boundaries of a township, should have been rendered with no appeal to the courts. The preparation of questions for uniform examinations throughout the state, voluntarily undertaken, upon request, by the former administration and continued through this term, imposes many weeks of arduous labor upon a competent person. The administration of the township library law requires wide acquaintance with library methods and extended knowledge of books. The preparation of lists from which selections are to be made and suitable annotation of these lists as a guide to the contents and character of the books, involves much study and literary work. Extended correspondence has been necessary to remove the objections to the system and acquaint the people with its advantages. It has been found necessary for the librarian to visit teachers' institutes, associations and summer schools and to attend the meetings of various other societies for the purpose of awakening interest in the effort to put good reading matter into the hands of every child. The legislative appropriation for this purpose has not been adequate to the needs of the work.

By far the greatest burden imposed upon the office in recent years is the requirement of the approval of the state superintendent to the qualifications of teachers in the high schools. The effort to secure the presentation of satisfactory legal

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*The Department of Education.*

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documents begins in May and continues without interruption until Christmas. Almost the entire time of the inspector during the summer vacation is devoted to this work. Thousands of circulars and as many personal letters explaining the laws have been necessary to insure its tardy operation. The inspector of high schools, for the year 1891-92, visited all save two of those schools in the state, the normal schools and the state university, traveling more than 15,000 miles by rail and 600 miles by steamboat and team.

The state superintendent is ex-officio a member of the boards of regents of the state university and of the normal schools. In addition to the regular work of these boards, he serves upon important committees which require much time and travel. His duties upon the committee upon examination of candidates for graduation from the normal schools and upon the committee upon the teachers' institutes necessitates much thoughtful effort.

With this meager outline of the necessary routine of the office it will not be difficult to appreciate the obstacles to the undertaking of new and progressive movements in lines not before undertaken in the state.

The law authorizes the secretary of state and the treasurer to appoint such clerks for their offices as they deem advisable and fix their compensation. The work performed in those departments is chiefly ministerial and clerical. In the department of education much of it must necessarily be original and constructive. If it is wise and helpful the results of much study and investigation must be wrought into attractive literary form. The work of the department affects every district in the state and touches the personal interest of every citizen, affecting him not only pecuniarily, but intellectually and morally. It is not easy to discern the wisdom of the restrictions placed upon the clerical assistance afforded to this department when it is contrasted with the freedom allowed to the purely business and financial departments of government.

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*Common Schools.*

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The superintendent ought to be authorized to employ, at his discretion, such competent assistance as may be necessary to devise and execute reforms in educational methods, or make innovations which the progress of the times seems to demand. He ought also to be permitted to send throughout the state, at public expense, representatives of the department who can most effectively do the work which must be done. He is trusted to audit his own expense account. He is certainly no less competent to audit the accounts of his subordinates. Cases of appeal and other matters of public importance could thus be transacted upon the grounds with greater certainty and celerity. The additional expense would be comparatively trifling and the department might become a real administrative and constructive one, instead of a bureau of statistical and corresponding clerks. The present force is sufficient for the regular clerical work. What is needed is authority to call to the aid of the department persons of exceptional qualifications for a limited time for special service.

Some of the constructive and progressive work done by the department during the present term may be learned from the statements concerning Arbor Day, Columbian Celebration, School Architecture, Revision of the Manual and Revision of the Code. Participation in the great public celebrations and leadership in those movements have brought the department into most intimate and helpful relations with the schools and their patrons, carrying instruction and inspiration into every community.

**COMMON SCHOOLS.**

Rural district schools continue to be the most important and the most perplexing factors in our educational system. These schools have been aptly termed the "people's colleges." A large majority of people find in them their only school training. They go into active life with only the mental equipment that these schools furnish. Meager as this equipment often, indeed,

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*Common Schools.*

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generally is, it is indefinitely better than entire illiteracy. Public affairs and private interests are largely controlled by men whose only education was acquired in district schools. These schools stimulate their pupils to acquire the better education which the high school and the college offer. To most of their pupils they furnish the possibility of, and to many of them they give the incentive to, continued progress in self-culture. Out from the ill-equipped and meager training of the wayside schoolhouse have gone the men and women who have given character to American citizenship. It is to the training imparted by these schools that the country is indebted for those national characteristics that make government by and of the people possible. Somehow these rustic seminaries have managed to impart to their children the triple gift of Athene—self-knowledge, self-reverence, self-control. No other interest is so intimately connected with the common weal. Private and parochial schools are important agencies in the dissemination of knowledge. They contribute in no mean degree to that general stock of intelligence upon which the perpetuity of popular government depends. But after all has been said, it remains that the tendency, though it may not be the purpose of these schools, is to disintegrate and to divide; to separate society into classes. The common school alone is as wide as the land and as deep as its needs. It comes "with equal steps to the palace of the rich and the hovel of the poor." It offers the possibility of mental culture to the people of every faith and of every language. It is the only organized agency that can weave the varied threads of our national life into the web of American citizenship. Other interests may, and should be fostered and sustained. This must be. It is believed that the years covered by this report have been as fruitful in work beneficial to the rural schools as any preceding ones. After protracted consultation with teachers of widest experience the Manual was rewritten for the purpose of making it a better guide, and of increasing its adaptation to the present wants of

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*Common Schools.*

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these schools. In superintendents' conventions, in teachers' institutes, and in associational meetings the effort has been unremitting to quicken interest in the rural districts, to secure better supervision, and to give to teachers a better conception of the work needed in the schoolroom. That these agencies have improved the character and equipment of the instructional force is manifest. But, although these schools are the most important agencies that the state has established for the education of her people, and constitute the foundation on which all other public schools rest, or from which they spring, they are the weakest, most inefficient part of the system. Neither the character of the work in these schools nor the compensation allowed can retain teachers of acknowledged power in their service.

Petty neighborhood dissensions are reflected in these schools; affect and often control their management. Teachers and school officers are displaced, and school management is reversed on account of antagonisms engendered outside of the school, which would have little influence away from these storm centers. Districts are torn asunder and the usefulness of their schools destroyed by disputes concerning the choice of schoolhouse sites, although the equities of these cases are seldom far to seek. Wrangles relating to changes in district boundaries are incessant, and people are constantly retained in districts whose schoolhouses are inaccessible to their children because of inequalities in the wealth of districts in the same town. The taxation that would enable the smaller districts to maintain well ordered and well equipped schools would crush their inhabitants. Districts are unnecessarily unequal in wealth and school population, and their outlines are unnecessarily jagged. In the sparsely settled portions of the state where schoolhouses are few, those of adjoining districts are not unfrequently situated within a mile and a half of each other. In no inconsiderable part of the state the number of children is steadily decreasing, and the schools are so poorly attended that they

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*Common Schools.*

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are robbed of all zest. Apart from those local feelings that are wont to resist any encroachment upon established institutions or customs, it is safe to say that it would be easy to redistrict a very large number of towns in such a way as greatly to enhance the worth of the schools while reducing the number of districts.

Since 1869 the legislature has passed various acts providing for a township system of school government. More than sixty towns have organized under the provisions of these acts. These are nearly all in the new regions of the state, and in the main have organized for the purpose of raising revenue from the taxation of unoccupied lands. One, and perhaps the main purpose in this legislation, was to induce the establishment of township high schools. Only four high schools have been established under the provisions of these acts, only two remain, and there is little prospect that this legislation will be more fruitful in the future. Interest in school affairs must be greatly increased before the inhabitants of thirty-six sections will make provision for sending their children to the same school. Moreover, the physical features of many towns present insuperable obstacles to the execution of such a scheme. But even if the hope of founding township high schools should prove illusory, it seems manifest that the township is a better unit for the organization, maintenance and management of schools than the independent district. There are few towns in the state whose children could not be accommodated in six schoolhouses judiciously located. Nearly all towns in the settled portions of the state could support so many schools without burdensome taxation, and would furnish pupils enough to sustain interest in the schools, and to stimulate teachers to do their best work. Enthusiasm is born of numbers, and a full school is an incentive to high endeavor. Under present arrangements there are seven or eight independent districts and twenty-one to twenty-four school officers in nearly every town. The attendance in many of these schools is so meager

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*Common Schools.*

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that ill-prepared and inefficient teachers are thought to be as good as the district can afford, or the needs of the schools demand. Multiplication of school officers diminishes the chances of effective service. A board of school directors, composed of a single officer from each sub-district, would be much less likely to be influenced by the passions and prejudices begotten of neighborhood strife than are district officers who often owe their election to the triumph of one or another of the contending factions. Systems of government are never perfect, but in many ways school interests would be benefited by making the town the unit of school organization. It can scarcely be doubted that the school affairs of a town would be managed more economically and more intelligently by a central board than they are now managed by eight or more independent boards. School taxes would be uniform, and the poorer parts would be aided by receiving more than they contributed to the general fund. This would be in harmony with our general system of government. Schools are established and maintained for the common safety and the common welfare, and it is right that individuals and communities should be required to contribute to their support according to their several abilities. Under the independent school district system the poorer districts are heavily taxed to support indifferent schools, while the wealthier ones are able to support better schools with a lighter percentage of taxation. Under the township system a course of study could more easily be adopted and followed, text-books and other material appliances would be more nearly uniform, people would send their children to the most accessible school-houses, and the endless friction arising from the alteration of district boundaries would be avoided, and more efficient supervision would be secured.

The town is the smallest unit in our political system excepting the road and the school district, and it is notorious that town affairs are managed more intelligently than are those of road or school districts. Experience shows that such a change

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*Attendance.*

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in the administration of school affairs, however desirable, cannot be expected from the voluntary action of the towns themselves.

Men of their own accord do not relinquish opportunities of even slight preferment. The tendency of thought to continue along well worn grooves is patent. The indisposition of people who are untrained in the conduct of public affairs to change existing methods of procedure is well known. But these are obstacles that lie along every pathway of progress. Conservatism is baneful when it resists needed reforms. It is admitted that country schools have shared but slightly in the progress that marks every other educational agency. The margin that separates the wayside school from utter failure is dangerously narrow.

ATTENDANCE OF PUPILS OF COMPULSORY SCHOOL AGE.

The census for the school year ending June 30, 1892, showed that there were 278,646 children residing within the state between the ages of 7 and 13 years. Of these, 202,199 were reported as having attended public schools for a period of 12 weeks or more during the year, and 44,454 attended private schools for at least 12 weeks. It would appear from this statement that 31,993 children of compulsory school age were not in any school for the period required by law. The official reports, however, bore evidence of defects with reference to this item. No private schools were reported from counties where they were known to exist. An effort was made to supplement the official reports with reports from those in charge of the schools controlled by the Catholic and Lutheran denominations within the state. Through the courtesy of these gentlemen, important and interesting data upon this subject were obtained. The time given for securing the information was limited, which prevented obtaining a full report. Sufficient data were secured to make it evident that the official reports relating to private schools are not reliable.



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*County Superintendents.*

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There was in attendance upon the Lutheran schools, which reported, 19,649 children between the ages of five and fourteen. It is safe to estimate that at least 17,000 of these were between the ages of seven and thirteen, as children under nine years are seldom sent to these schools located in country districts. One hundred and two parish schools in the Catholic Diocese of Milwaukee reported 16,556 children between the ages of seven and thirteen as having attended during the year, and fifty-eight schools in the Green Bay Diocese reported 8,633. The report from the Catholic schools in the La Crosse Diocese showed a total attendance of 8,530 children. If the percentage of enrollment of those between seven and thirteen on the total enrollment of this Diocese is the same as in the first two Dioceses, then there were 6,994 children between the ages of seven and thirteen who attended school. This would give 50,461 as the total number enrolled in the parish schools of the Lutheran and Catholic denominations. Had reports been received from all the schools managed by these denominations, the number of children of compulsory school age would reach 55,000, which is nearly 11,000 in excess of the number reported by city and county superintendents for all the private schools of the state. The number of delinquents not accounted for is thus reduced to 20,000. Complete and accurate reports from both public and private schools would, in all probability, diminish the number still further.

**COUNTY SUPERINTENDENTS.**

Except teachers, no other persons are so closely related to the success of the rural schools as county superintendents. Upon no other school officers is so great responsibility imposed, and to no others are so abundant opportunities for effective service offered. To each of them is committed the superintendence and supervision of a large number of schools. Through both agencies they can mould, direct and determine the character of the work. The duty of examining and licensing

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*County Superintendents.*

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teachers enables them to speak with authority on all that relates to the teachers' scholastic attainments and natural aptitude for the work of instruction. Through the work of supervision, they may strengthen, encourage and direct the teachers under their charge. By means of institutes and associational gatherings, they may correct faulty methods, stimulate zeal and awaken a juster appreciation of the nobility and worth of the teacher's calling. Knowledge gained from all these fields enables them to weed from their corps those who fail through lack of ability or lack of devotion. Such work demands ability of no mean order. It is manifest that county superintendents should in the main be superior to the teachers under their charge in scholarly attainments, in breadth of view, in knowledge of the practical work of the school-room, and in acquaintance with the currents of thought in their profession. Only through more accurate and more comprehensive views of the real significance of the teachers' calling can they direct and control the interests committed to their charge. Every county superintendent ought, as a rule, to be as able as any teacher under his jurisdiction. To appoint men to conduct examinations that they would be unable to pass, and to direct the work of teachers whose experience and scholarship are vastly wider and more accurate than their own, is a process that "gives satire all its strength."

It does not seem irrational to require sixteen months of successful teaching and a limited state certificate as qualifications precedent to election to the office of county superintendent.

It is certainly anomalous that while the humblest teacher in the precinct is required to procure legal evidence of fitness for his place, a county superintendent is not obliged to show that he could teach the smallest school under his charge, or could pass the slightest of the examinations that he is required to conduct. Such a contingency is by no means imaginary. There are men and women engaged in this work whose judgments have been ripened by experience and by study and who

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give to the school interests of their counties an unstinted devotion. But under present conditions it seems impossible to retain them in the service of which we are writing. To capable men and women the schoolroom and the city superintendency offer more remunerative and more congenial work. But while the schools are greatly benefited and enriched by the services of conscientious and capable superintendents, the fidelity and ability of these officers render the defects of others who lack one or both of these qualifications the more conspicuous. Men find their way into the superintendent's place who have little sense of the obligation imposed by public trust, or of the dishonor involved in receiving unearned pay.

Many apparently conscious of their total unfitness to discharge the duties of an office that they have eagerly sought, "absent themselves from the counties or districts for which they were elected and engage in other pursuits," in violation of a statute whose only purpose was to hold these officers to a faithful discharge of the duties for which they are paid. Unfortunately, the instances are not rare in which county superintendents engage in other occupations, or pursue professional studies while the schools nominally under their charge are in session, assuming to do by correspondence what it is well known can be done only by personal supervision.

It has already been said that the common school is fundamental in our educational system, and in the preparation for American citizenship. Anything that impairs its usefulness is a matter for public solicitude. A remedy should be sought for every difficulty that impedes its progress or diminishes its power. The work of superintending country schools offers to teachers needed relief from the confinement of the schoolroom, and a wider and more fertile field of usefulness. If the salary were commensurate with the labor and responsibility that the position imposes, men and women of larger acquirements would seek and retain these places. It will be said that the compensation rendered to many, perhaps to most of the

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present incumbents of the office, is as large as the service rendered justifies. This would be true if the pay were reduced by one-half. There are conscientious and capable people engaged in this work who would discharge with unswerving fidelity any responsibility that they would voluntarily assume. But it is idle to expect that this, or any other branch of school service, will greatly attract or long retain men and women who can command more remunerative places in other fields of their own profession.

In the long run, the amount of pay determines the character of service. Only one policy will secure such talent as the importance of the work demands. That is, to pay enough to secure trained and tried ability, and then to require equivalent service.

Another difficulty constantly confronts the conscientious and capable county superintendent. The field under his jurisdiction is too wide, and the number of schools too great to admit of effective supervision. Every city superintendent knows that it is only by oft repeated visits to each of the schools under his charge that he can become intelligent as to the character of the work done, or can be enabled to give judicious counsel and advice. But in a majority of counties the superintendent can visit the schools under his charge but once in a year; often he is not able to accomplish so much as that. Every year there come into his corps, young people who have had no experience in the teacher's work, and who must learn their trade amid the perplexities of the schoolroom — learn it, indeed, at the expense of their pupils. Such persons need to be steadied in their work by those whose judgment has been ripened by experience in school affairs. Such aid must come through the county superintendent, or school interests must suffer until the tyro has learned by an experience — often bitter to herself and disastrous to the school — the "theory and art of teaching." The work of superintendency is often, perhaps generally, well done; that of supervision, under present conditions, is, and

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of necessity must be, almost worthless. Either the number of superintendents should be increased, and the fields under their respective jurisdictions narrowed, or superintendents should be allowed to appoint assistants to aid in the work of supervision during term time. Valuable supervision might be secured by assigning to experienced teachers not more than twenty-five schools situated within an area of four townships. The superintendent would supervise one district, the assistants would be employed only during term time, would receive no greater wages than were at the time received by the most experienced teachers in the district, and each would report to and be under the direction of the county superintendent. Such a scheme would cost more than the present arrangement, but it offers a solution of a real difficulty, and, if judiciously managed, would give to country schools the supervision that they greatly need. The sharp contrast in effectiveness between country and city schools is to be attributed in great part to the difference in supervision. Counties are now paying for supervision that is nearly worthless, two-thirds, perhaps, as much as efficient supervision would cost. Surely this is unwise.

#### EXAMINATIONS AND CERTIFICATES.

There is a radical opposition of pecuniary interest between the prospective teacher and his pupils. It is the apparent interest of the teacher to begin to draw upon the public funds as quickly and as easily as possible; the interests of the children demand his coming with maturity of judgment and breadth of culture. To restrain or mitigate the encroachment of the one and to defend the helplessness of the other is the mission of the superintendent. The fable of the boys and the frogs not inaptly applies. Sport for the one may be death to the other. The sympathy of the public is too seldom with the children. For each person there is but one childhood whose opportunities lost cannot be reclaimed. Even the limited advantages of ill-equipped country schools are a priceless heritage. To squander

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these through the incompetency of teachers is little short of criminal. In every enlightened community barriers are erected against the possibility of such waste. The statutes prescribe the conditions of admission to the profession. Despite acknowledged defects, no better method of determining one's fitness for the work has been devised than that of examinations. Its chief value, however, is protective, not informing or inspiring. It is a kind of educational quarantine, indicating the nearest safe approach to the danger line. It says crudely, "Thus much of mental health and strength is necessary for entrance." There can be no prosperous system of schools built upon the lowest grade of teachers which the laws will tolerate. Enlightened public sentiment will demand that fuller equipment which the law can never prescribe.

The subject of examinations assumed sudden and unexpected importance on account of the change in the law relating to the qualifications of instructors in free high schools. Correspondence relating to those teachers directed attention to the qualifications of teachers in other schools, particularly those in the cities. But little discussion was needed to disclose the fact that in some of the principal cities of the state, few, if any examinations were held, and certificates were granted upon other considerations, or altogether ignored. In the rural communities the requirements of the statutes relating to certificates seem to have been generally observed with commendable fidelity by superintendents and district officers. It is not easy to see the justice of administration which forfeits to the destitute backwoods school its trifling pittance of state aid on account of the failure of a school girl to secure full legal qualifications, while granting to the richest municipalities the lion's share of the public funds without any requirement as to the legal status of their teachers. No inquisition into the affairs of cities has been made, but where delinquencies have been disclosed through correspondence relating to the schools, the proper officials have been warned of the penalties

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*Uniform Examinations.*

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incident to neglect of statutory requirements. The state superintendent has strenuously refused to perform any duty conferred by law upon local authorities, but has insisted that they should exercise the powers vested in them. Thus in Milwaukee he insisted that the charter provisions for the examination and certification of teachers meant, in the absence of more specific directions, that this should be done in conformity to the general laws. He therefore insisted that the city superintendent should issue certificates to all academic teachers not already the rightful possessors of some other legal document. The sole requirement was, do what the statutes and your charter authorize you to do and full credit will be given to your acts, unless they are challenged by competent authority. This simple rule has been uniformly observed throughout the state. No doubt it affords opportunity for abuse, but the community which permits it is the principal sufferer, and the remedy for its correction is in its own hands. In any event, the law makes this distribution of authority, and the wisdom of such disposition is not doubted by the state superintendent. It is his conviction that better character, as well as better administration, will be developed under local self-government than under centralization of authority. Only when local officers neglect or refuse to govern or when they abuse their powers of government should they be controlled from without. But the state is not a disinterested spectator of the conduct of schools. It is in partnership in the business. It takes tribute from all property in the state and distributes it among the schools in proportion to the number of children of school age. It ought to have and to exercise the right to say, "Thus far shalt thou go, but no farther."

## UNIFORM EXAMINATIONS.

For a number of years this department has sought to secure greater uniformity in examination for teachers' certificates. Formerly the qualifications required for these certificates were as wide apart as the capabilities and caprices of county super-

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intendents were varied. Teachers rejected in one county on account of defective qualifications found ready admission to the corps of teachers in another. The effort of capable and conscientious superintendents to raise the standard of scholarship requisite to certifications in their own counties was constantly thwarted by the conduct of superintendents whose conceptions of the teacher's work were narrower, or whose consciences were less exacting. Such inequalities in the work were unjust to teachers and detrimental to the schools. These examinations are the legal barriers protecting the schools from the incursions of the ignorant and the incompetent. The faithful and intelligent administration of the law requiring these tests of scholarship and ability as the foundation of a license to teach is essential to the welfare of the schools. That these examinations should be as nearly uniform as the differing conditions of the schools admit is equally important to every interest involved. Conventions of county superintendents have already done something to unify the work of these officers, and to secure a consensus of opinion on points of vital interest. But it is impossible to secure practical uniformity in the tests for admission to the teachers' corps by the action of the county superintendents themselves. They are too widely scattered, their attainments are too varied, and their conception of the necessary qualifications for effective service in the schoolroom too diverse to admit substantial agreement among themselves. These officers have expressed a very general desire that the questions for examination of teachers should be prepared by this department. Accordingly, and in compliance with previous custom, several series of questions have been prepared and sent from this office for each series of examinations that have been conducted since the present incumbent entered upon the duties of his office. These questions have been used in whole or in part by a large number of superintendents. Some preferred to use questions prepared by themselves, and others were unable or unwilling to hold examinations at the



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time fixed by the state superintendent. There is abundant testimony from those whose opinions are entitled to weight in such matters that the effort has resulted in establishing more fitting and more rational requirements for teachers' certificates. But "influence is not government." That teachers and schools should be subject to the varying requirements of sixty or seventy independent officers is intolerable. The only apparent escape from these incongruous conditions lies in allowing the state superintendent, or some board appointed for that purpose, to determine authoritatively both the questions to be used and the time at which examinations shall be held.

When superintendents shall be required to furnish evidence of fitness for the work and responsibility that the place imposes, it would be wiser to leave the whole matter of the examination and certification of teachers in their hands. Some oral work should form a part of every examination of teachers. So much scholarship as is required to pass a creditable examination in the topics embraced in a common school curriculum is an essential part of a teacher's equipment; but it is a part, not the whole. Teachers of accurate scholarship make lamentable failures in the schoolroom, through want of those aptitudes for the management and instruction of schools which are also indispensable parts of the mental furniture of every true teacher. Power to command and aptness to teach are not revealed by a written examination. The law wisely fails to determine the year that bounds immaturity of judgment. All that appertains to the power of applying mental attainments to the work of the schoolroom is left to the discretion of the examiner, and can be determined only in the presence of the applicant.

#### EXAMINATIONS OF INSTRUCTORS IN HIGH SCHOOLS.

It is important that the recent administration of laws relating to the legal qualifications of teachers in free high schools should be fully understood. It is believed that a reform has been begun which, if completed, will be of incalculable benefit

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to these schools. Its object and application were explained in the following paper, written by the state superintendent, and read by him before the Wisconsin Teachers' Association, Dec. 29, 1891, entitled, "Purpose and Extent of the Law Relating to Approval by the State Superintendent of High School Principals and Assistants."

There was practically no change made by the last legislature in the qualifications of principals and assistants in free high schools. Since 1881 the law relating to this subject has been: "Every principal of any high school hereafter elected or appointed shall be a graduate of some university, college or normal school, or shall hold a state certificate or shall pass an examination in the studies required to be taught in any such school." Upon page 9 of the circular relating to high schools, issued in 1890, may be found this interpretation of the law:

"A high school is a public school, and every teacher, whether principal or assistant, must hold an unexpired certificate, authorizing him to teach a public school, obtained from the superintendent having jurisdiction where the school is located. A diploma of a college, normal school or university, unless countersigned by the state superintendent, is not a certificate."

The high school board is not authorized to employ a principal who does not belong to one of the following classes:

1. Graduates of a university, normal school or college.
2. Teachers who hold state certificates.
3. Persons who have passed an examination in the branches of the prescribed course of study.

"The state superintendent will require of applicants for the special examination a certificate in force from the county or city superintendent and will examine only in the branches of the course of study not covered by such certificates."

Briefly stated the interpretation of the law of 1881 has been that a high school is, first of all, a common school, and its teachers must therefore possess the legal qualifications of common school teachers. Secondly, a high school is something more than an ordinary common school, and its teachers therefore need additional scholastic qualifications, indicated by a diploma or state certificate.

If this interpretation has ever been thought improper or unwise, the fact has not become generally known. The last legislature simply put this interpretation into the statute by incorporating in the first sentence quoted the words, "Shall in addition to his legal qualifications as teacher of a common school,"

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so that it now reads, "Every principal of any high school hereafter elected or appointed, shall in addition to his legal qualifications as teacher of a common school, be a graduate of some university, college or normal school, or shall hold a state certificate or shall pass an examination in the studies required to be taught in any such school." The law expressly recognizes all former certificates and also continues the provision for a special examination by the state superintendent of candidates not otherwise qualified.

It is thus seen that nothing was added to the qualifications heretofore required of principals. Whatever document would have legally qualified them within the last ten years will qualify them now.

Interest in this discussion doubtless centers in another added clause which provides that, "Each principal and each assistant teacher in a free high school shall be eligible to teach only upon the approval of his certificate by the state superintendent." The question which most naturally arises is, "What can the approval of the state superintendent add to qualifications already prescribed by law?" The natural answer would seem to be, "Nothing whatever;" and this is strictly correct. The state superintendent simply witnesses to the possession of some form of legal qualifications required by law. The sole purpose in the passage of the law was to insure properly qualified teachers by making the state superintendent publicly testify to the qualifications and permanently record the fact of their possession. If the prescribed document bears no evidence of irregularity and is not challenged by competent authority, it must be approved. If the candidate has no certificate, the state superintendent must, upon application, provide for his examination in the branches not included in the certificates which county and city superintendents are authorized to grant, and grant him a certificate if he is found qualified. Since the law does not designate the qualifications of assistants in free high schools, beyond the requirements of teachers of common schools their additional qualification must be determined by a reasonable interpretation of the statutes. As has been shown, the requirements of principals who do not hold a state certificate and are not graduates of a normal school, college or university has heretofore been that they shall pass an examination in all the studies of the course of study which they are to administer. Since the principal part of the teaching in many schools is done by the assistants, and all of it in any of the schools may need to be one by them, it seems reasonable to require of them a certificate containing at least the branches which they must teach. This is the interpretation which has been given to the law.

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In accordance with this construction, assistants have been requested to report to the department, after consultation with their principals and school board the studies which they expected to teach. An effort has been made to secure from them for approval that grade of certificate needed to include any subject which they must teach. It is needless to add that the attempt has not been so successful as could be wished. Notwithstanding the most vigilant and persistent efforts of the department since last May, there are still some principals and assistants whose qualifications have not been approved.

If it be asked what is the necessity for such a law, the answer is that many teachers have heretofore been employed without any legal qualification whatever. The reports of the inspector of high schools for the year ending June 30, 1891, show that there were employed last year ten principals and forty-three first assistants who had no legal qualifications for their places. The second, third and fourth assistants were not reported. Moreover, there were many employed who had only the most meager legal qualifications, with no adequate scholastic qualifications for their work. Young girls holding only third grade certificates were attempting to teach General History, and English Literature, studies found only upon the state certificates. It was to correct such abuses that this legislation was asked.

It may be interesting to know that the legislature was unwilling to commit to the state superintendent such absolute authority as the language of this amendment seems to imply. The concession was made only upon the express understanding that no new requirement was imposed, but that the teachers should simply be required to satisfy the state superintendent that they had some form of certificate known to the law and that the certification of the fact of such possession by the state superintendent to the local school officers would constitute their warrant for contracting with such teachers. It was also seen that, if the law were interpreted in harmony with itself the first part of it would amply protect teachers against an arbitrary use of power granted by the second part, and that too slight attainments and not too much authority would bar any one from the profession.

To make more definite the plain intent of the statutes and to incorporate their previous interpretation and operation, the law relating to the distribution of public funds for the support of free high schools was so amended as formally to authorize the state superintendent to withhold the apportionment from any school that neglects or refuses to obey the law. The language of this amendment to Sec. 466, laws of 1889, is as follows:—

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" Provided the state superintendent shall be authorized to withhold the certificate from any free high school district for reasons based upon failure to comply with the laws relating to free high schools, which reasons he shall have transmitted in writing to the free high school board thereof on or before the thirtieth day of the preceding June."

The state superintendent has always exercised the right to inquire into the validity and sufficiency of the qualifications of principals of the free high schools, as well as the authority to withhold the apportionment of money to these schools for failure to comply with the laws relating to them. The cities and villages which maintain such schools receive the largest proportion of the apportionment of common school funds, because of excess of population. They also have a special yearly appropriation of \$50,000.00 from the general fund, on account of these schools. It would be absurd to exempt them from the necessity of employing properly qualified teachers while exacting it from the district schools. No legislation has ever contemplated it, and no interpretation of the law has ever permitted it. The question has always been one of administration and not of law.

With this explanation the queries implied in the designation of my topic upon the program could be answered by stating that its purpose is to secure properly qualified teachers in the free high schools, and its extent includes only a plainer declaration of the power to compel teachers and school boards to obey the requirements of laws in existence for many years.

My instructions were to consider the title of my topic as merely suggestive, and to give myself such latitude as would permit the presentation of the various phases of the subject for discussion. The administration of the laws is attended with many difficulties. Who is "a graduate of some university, college or normal school?" A definition for a graduate and for the names of each one of these schools is needed. A short time since a graduate of the law department of the state university wrote requesting me to countersign his diploma. Was I justified in refusing on the ground that he was not a graduate of "some university or college?" His department is designated in the university catalogue as the "College of Law." You would probably agree that the diplomas from the "Colleges" of Agriculture and Pharmacy should not be countersigned. What shall be said of the College of Engineering? It requires rigid and prolonged work. No doubt it gives valuable training, but it contains no history or literature and but little science. Manifestly a distinction must be made between the courses, but where shall the line be drawn between them and who shall determine it?

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*Examination of Instructors in High Schools.*

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Chapter 209, laws of 1880, permits the state superintendent to countersign the diplomas granted by "any incorporated college or university located in the state of Wisconsin whose courses of study are fully and fairly equivalent to the corresponding courses of study in the state university." The last clause of the first section of this statute makes it obligatory upon the superintendent to ascertain that the course of study from which such person has graduated is fully and fairly equivalent to the corresponding course in the state university.

It is an anomalous position for the state to assume in thus guaranteeing the efficiency of work over which it has no control. It has no power either to prescribe the courses of study or to insure fidelity to them. But this anomaly does not constitute the difficulty in countersigning their diplomas.

Turning to the last catalogue of the state university we find that its principal courses have ceased to be written as courses after the sophomore year. Following the Ancient Classical, the Modern Classical and the English courses we find this general statement: "The work of the Junior and Senior years is chiefly elective." Psychology and two additional terms of philosophical study, political economy, constitutional law, a general survey of English literature and the elements of physics, chemistry, botany, and zoology are required for graduation, and if they have not been satisfactorily acquired before, must be taken during either the Junior or Senior year. As a matter of fact, all that is necessarily implied in the requirement for these last two years of the courses, except the indefinite statements, "two additional terms of philosophical study," and "Constitutional law" may have been acquired before the student entered the university. Many of our high schools, such as those of Milwaukee and La Crosse, and the normal schools, teach all of these studies and do it fairly well. This fluid and fluent standard is set for the guidance of the state superintendent in determining the rank of incorporated universities and colleges in Wisconsin, and in deciding which of their various courses shall be recognized in countersigning diplomas. It is no easy task to judge a written course of study by an unwritten one. The meaning of the term normal school is reasonably definite in this state since we have only state institutions under the control of a single board.

Perplexity increases when we begin to decide upon the schools without the state whose diplomas shall be approved for the principalship of the free high schools. I have uniformly interpreted the law to indicate only regularly incorporated state normal schools under state control. I have also held that the statute last quoted fixes the minimum standard for a college or

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university in other states. I have not felt at liberty to estimate their standing by the rating given to certain Wisconsin institutions, but have looked constantly to the state university, judging its present ambiguous and flexible courses by the more definite written courses in force at the time the law was passed.

The present provisions of law which prevent graduates of institutions without the state from ever acquiring, except by examination, a standing as teachers of common schools within the state is the cause of no little irritation. Doctors Stearns, Freeman and Birge, Presidents Albee and Mapel, and Professors Gillan and Pray could not legally contract to teach the smallest and weakest high school in the state without first obtaining a certificate from the county superintendent, or a state certificate from the Board of Examiners. They are interlopers, vagrants from Harvard, Ann Arbor, or other foreign schools. They may do well enough for the state university and normal schools, but they must be examined and properly licensed if they wish to teach in our district and high schools, and they must repeat this examination at least once in four years if they wish to continue the service. By graduating from the institutions in which they teach, they might, after a year's successful teaching in the public schools, secure legal equality with the graduates whom they have instructed. Twenty years' faithful service gives them no legal standing. I am not aware that these gentlemen are seriously agitated over the matter, but I know of no other way to make evident the position of many others equally well trained in the same or similar schools. Perhaps the illustration will help some persons to understand the difference between literary and legal qualifications. A state certificate issued in another state, no matter how comprehensive and searching may have been the examination upon which it was based, has no better recognition in this state than foreign diplomas.

Is it not possible by appropriate legislation to commit jurisdiction in these cases to some disinterested and competent body? The board of examiners for state certificates is already provided for kindred service. Why might they not be empowered to determine the colleges, universities and normal schools whose diplomas from designated courses should be approved, and what state certificates should be accredited? All such schools and examining boards could then, upon notice from the board, present their credentials. The list of schools, with their approved courses, and of state certificates, could then be published. From this circular, which should also contain the substance of the laws relating to certificates, every foreign

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candidate could readily determine his legal status. Upon the recommendation of the board the state superintendent might be authorized to grant certificates varying in time and application, according to the attainments and experience of the applicants. It is only upon their recommendation that he now issues state certificates. It might not be a loss to the state to be hospitable to talent and culture seeking admittance. Such petty provincialism scarcely comports with the dignity of the state. Our educational institutions do not, or should not, need to be thus protected.

The interpretation which has required all normal schools to be state institutions and all colleges and universities to be fully and fairly equivalent to the state university has kept out some applicants for positions who were unwilling to qualify under our laws. It has caused others to qualify, or to begin the process, who have hitherto been admitted. The requirements of a first grade local certificate from all principals not otherwise qualified has also excluded some. Heretofore a third grade certificate has been accepted. Similarly, the requirements that assistants shall have that grade of local certificates which includes the highest branch which the holder will be required to teach has excluded some. Thus competition from abroad and below has been shut off, and a greater opportunity for employment has been afforded the more competent. If the policy of approving only ample qualifications could be consistently and steadfastly pursued, it could not fail to give a powerful uplift to the high schools of the state. A prompt and cheerful obedience to the law would quickly secure a competent corps of teachers in all these schools. We have a sufficient number of graduates of the normal schools, colleges and universities to fill all these positions. It will be fortunate for the schools when their managers will employ none but experienced and well-trained teachers.

The efficiency of the high schools is greatly lessened by the lack of preparation on the part of the pupils. Much of the work of the first year is really grammar school work. There will be little improvement in the high schools until the qualifications of the teachers in the lower grades receive more attention. The most skillful teaching is needed in the primary departments, but pupils once well started should not be permitted to halt in their progress. When favoritism and incompetency are ruled out of the schools, and scholarship and skill are ruled in, the schools will assume the position contemplated in their organization.



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*Teachers' Institute.*

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## TEACHERS' INSTITUTES.

These institutes are still sought by county superintendents, by communities and by a large number of teachers. The testimony of the latter as to their value is not quite "concurrent".

There can be no question that this agency has brought great and lasting good to teachers and to schools. Multitudes of young people engage in teaching with no other knowledge of school methods and school economy than that afforded by the dim remembrance of the schools in which they obtained their meager training. To these and such as these the institute that comes with clear elucidation of school methods, and earnest discussion of the problems that perplex the teacher is an invaluable boon. The influence of these casual training schools has been felt in the improved conduct of nearly every wayside school. The objection raised by teachers of long experience that these institutes continue to thresh over old straw is easy to make and difficult to answer. Each year there comes into the corps of teachers a multitude of young people destitute of experience, and innocent of any knowledge of the management of school affairs. These need exactly what mature teachers needed at the beginning—"milk for babes." The movement to divide these institutes into sections, based on the experience and attainments of members, thus enabling conductors to adapt their work to the varying needs of their classes, offers a partial remedy for the defect complained of. It may be difficult, sometimes embarrassing, to mark the line that bounds classes, and the inexperienced will thus be robbed of discussions that should be to them inspiring. Some modification in the conduct of institutes is necessary if they are to hold the interest of able teachers. Perhaps interest in these institutes would be quickened if discussions in the still unbounded realms of speculative psychology should suffer some abatement, and there should be substituted an effort to uncover the charms that lie

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*Teachers' Institutes.*

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hidden in every topic, to allure teachers to that continuous study that delights while it ennobles and enriches the mind. Love of learning is the only vitalizing force for teacher and pupil. "Hunger is the best sauce." A healthy appetite is no mean guide in the selection of food, be it mental or physical. If children were required to master the physiological effects of their food before they ate it the process might enrich philosophy but it would kill the children.

Inspection of the institutes has left an impression that they are not so eagerly sought as they were in former years. There has seemed to be a reluctant attendance upon them and a passive acquiescence in their work. It is not quite clear that the method of the authorities in their conduct is right, nor that the motives leading to their patronage are the most forceful. There is divided authority and responsibility for the institutes which may tend to lessen their efficiency. The county superintendents are required by law to conduct teachers' institutes annually. The board of regents of normal schools are also directed to conduct institutes to the extent of a limited appropriation, according to the needs of the counties. These two agencies have heretofore united their efforts. There is an impression which seems to have much justification in fact, that the state agency has too largely superseded the county agent and weakened his effort. As a rule the superintendent is little inclined to assume responsibility for the success of his institute, but permits himself to be superseded by the state conductor, even demanding that he shall be thus eclipsed. An effort to ascertain the extent of the demand for institutes seem advisable. Under present methods the state authorities send out their applications which practically ask the superintendents to invite their aid. If these were withdrawn and only such institutes were conducted by the state as were eagerly sought by superintendents a test of the popularity of the institute might be afforded. No institute should be granted where there is not an eager demand for it and a reasonable guarantee of

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*Summer Schools.*

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suitable accommodations and full attendance. An acute hunger for the institute might be a useful substitute for the seemingly cloyed appetite of many teachers. Some abstinence of state officials which should impose statutory obligations upon the county superintendents might not be amiss. Perhaps a fee for examination or for institute attendance, which should form an institute fund under the control of the county superintendent, would result in improvement. Proper safeguards could be provided in accounting to the county treasurer and reporting to the state superintendent. This fund expended by the superintendents in the employment of properly accredited institute workers might enable them to perform their legal obligations. The co-operation of the state authorities upon invitation need not be discontinued.

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SUMMER SCHOOLS.

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Another agency has lately arisen whose mission is not yet clear and whose influence cannot be forecast. Summer schools have sprung up all over the state, to which about 2,700 persons resorted during the last season for instruction. The question arises whether their origin is due to dissatisfaction with the institutes or whether the institutes have begotten a desire for proficiency which has caused the teachers voluntarily to resort to this means to increase their attainments. If their origin is due to the inadequacy of the work of the institutes, are they to supersede the institutes or may the work of the institutes be so modified as to render them unnecessary? These questions are often asked, but as yet have received no satisfactory answer. A study of those which have been organized seems to indicate that some have sprung from a genuine desire for knowledge, some to satisfy a desire for association and entertainment and some from motives of gain on the part of those who have conducted them. If the summer schools are

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*Township Libraries.*

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to continue should they be allowed to continue without supervision, or ought the state to assume a measure of control over them? The movement is a purely voluntary one and may be abandoned at the choice of those engaged. This option, however, would not protect them against temporary loss which many can ill-afford. If the state is to supervise them should its authority extend beyond certifying to the qualifications of the instructors who may be employed? It is not probable that teachers would willingly leave a school conducted by capable managers. There ought to be some assurance, beyond the alluring advertisements of mercenary interests that such persons would be in control. The desire to protect innocent but too confiding if not helpless teachers has led to a general demand for outside supervision. The justification for such interference is not easy to find. The state grants no aid to these schools. By what right can it assume to dictate their management? No doubt some will be deluded and defrauded, but this happens in all walks of life. To guard the unwary and protect the improvident surpasses the wisdom of human governments. Freedom to withdraw from disappointing enterprises voluntarily undertaken is the measure of the state's responsibility.

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**TOWNSHIP LIBRARIES.**

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The present township library law was passed in 1887. It authorizes each town treasurer to withhold ten cents for each person of school age, to secure a library fund which is to be expended by the town clerk under certain restrictions, for a township library. The books of this library are distributed among the several districts of the town in proportion to the amount withheld from each. The clerk is also authorized to collect and redistribute the books "from time to time . . . that each district may have the use of all the books purchased." The state superintendent is directed to publish lists of books from which the clerks are to make their selections.

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*Township Libraries.*


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The records of the department show the following results:

TABLE I.

No. of towns purchasing for 1887.....	108
No. of towns purchasing for 1888.....	155
No. of towns purchasing for 1889.....	226
No. of towns purchasing for 1890.....	340
* No. of towns purchasing for 1891.....	324
* Not complete.	

TABLE II.

Amount expended in 1888 .....	\$7,171 99
Amount expended in 1889 .....	11,848 58
Amount expended in 1890 .....	12,857 12
Amount expended in 1891 ..	14,740 61

TABLE III.

No. towns purchasing one or more years..	478
No. purchasing for only one year .....	183
No. purchasing first in 1891.....	60
No. purchasing only two years .....	156
No. purchasing only three years ..	94
No. purchasing only four years.....	46
No. purchasing five years ....	49

In some cases the towns have withheld money for two and, occasionally, for three years before purchasing. These delays are sometimes due to the negligence of the clerks and sometimes to the fact that the amount withheld for one year seems small. This fact will account for the seeming discrepancy between the figures given in Table I and the annual reports of county superintendents which show the number of towns expending in any given year. It will also explain the apparent falling off in the towns purchasing for 1891. When the returns for 1892 are complete it will be shown that there was an increase for that year. Deducting from the number of towns which have purchased for one year (Table III) those which purchased for the first time in 1891 we have only 73 towns which tried the libraries before that time and purchased for only one year, while we find that 345 towns purchased for two years and 189 towns purchased for three or more years.

The figures given show the following facts:

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*Township Libraries.*

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1. That there has been an annual increase in the number of towns purchasing.

2. That there has been an annual increase in the amount expended.

3. That a large proportion of the towns which have tried the libraries have continued to purchase books for them.

The general interest in school libraries caused by the law has incited boards of education in cities and villages to enlarge their libraries and has led scores of teachers and district boards to secure district libraries in schools not supplied from town libraries. This interest has also caused teachers and school officers to make a more intelligent study of children's books and reading, and has given us a valuable basis of facts, derived from experience, on which to ground future work.

County superintendents, teachers, school officers, parents and pupils in all parts of the state testify with remarkable unanimity that the libraries, where they have been tested under fair conditions, have infused a new life and spirit into the school work and are doing more good in proportion to their cost than any other money expended for the schools. This statement would not be fair and complete without adding a fact, that should be frankly admitted, that a small proportion of these libraries have been failures. In every one of these cases the failure may be traced to mistakes in purchasing the books or to defects in management. Clerks have purchased too difficult books, teachers have not known how to use libraries profitably, or district clerks have not allowed them to be freely used.

With each year teachers and district clerks have learned how to use the libraries to better advantage, and the books are more freely used and better appreciated. Time and experience are rapidly providing the most natural and effective remedies for these defects of management.

It is the duty of the state superintendent to publish a list of books from which the town clerks, with the aid of county superintendents, make their selections. The lists published in

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*Township Libraries.*

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the years 1887 to 1890, inclusive, gave the titles of a large number of books and included volumes for all grades of pupils, including those of high schools. These books were carefully classified and clerks were urged to buy mainly from the lists for the lower grades. Unfortunately some of them argued that they could force the children to read the histories and scientific books recommended for high schools by putting little else in the libraries.

Few town clerks collected and redistributed the books and the dislike of incurring such extra labors led many of them to oppose compliance with the law. A significant fact in cases where the clerks attempted to secure a redistribution was the unwillingness of districts to turn back certain books which they had found almost indispensable. In a town of ten districts the school which had secured the only set of the *Young Folks' Cyclopedias* and had come to rely upon them for daily use was naturally reluctant to see them leave on a ten years' journey.

The facts mentioned led to a change in 1891, in the list of books recommended by the state superintendent. A brief list of the most helpful books was made, after an extended correspondence with the teachers and school officers. Clerks were advised to buy enough copies of each of these to supply each district. To secure opportunities for selections for the larger districts a list of forty of the choicest books for young people was added. This plan secured to each district the best books and a sense of ownership which resulted in better care of them, and it obviated the necessity of making the dreaded changes. The salutary effect of this change has been very marked and it has met almost unanimous approval.

Curiously enough certain counties in the southern part of the state, Racine, Kenosha and Grant, among others, have been least favorable to the law. The reason for this conservatism may be found by a study of the history of the early school libraries of the state. Investigation has shown that these coun

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ties contain many remnants of libraries established before the war. The books selected for these libraries were ordinarily of a high character and grade. During the years since they were purchased, the most interesting volumes have been lost or worn out. The unpopular volumes have been left and these remnants of libraries have become, to many, typical "school libraries." It is not surprising that the people do not want any more such libraries.

In spite of all its defects, and in spite of the prejudices it has had to contend against, the present law has secured great benefits to the schools, because teachers and intelligent citizens have used it as the best means at hand and have been willing to wait and work for a better public sentiment.

The defects of the present law are due to the fact that it seems to leave the responsibility of withholding the money with the town treasurers—officers whose official duties do not qualify them to know the needs of the schools.

The founders of the state of Wisconsin distinctly dedicated the income of the school fund, granted by the general government, to the "support and maintenance of common schools in each district, and suitable libraries and apparatus therefor." The first legislature gave to town superintendents authority to set apart ten per cent. of the school fund income for each district for the purchase, by each district, of a school library. This law was not made mandatory for the avowed reason that but a small portion of the school lands had been sold. It was understood and expected that a law to secure to each child the blessings of a school library would be passed as soon as the school fund had reached fair proportions. In 1859, in obedience to this sentiment, the legislature enacted a law setting apart ten per cent. of the school fund income, together with the proceeds of a general tax of one-tenth of a mill on a dollar, to secure a fund to establish town libraries. The financial stress caused by the war led the legislature to turn the first fund collected under this law into the general fund and to re-



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*Township Libraries.*

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peal the law. Through all the early history of the state, however, the duty of the state to make good school libraries, free to every child, a part of the system of public education was undoubted. Many of the leaders of thought, the main supporters of all the great public enterprises, were men whose lives had been moulded for good by the excellent district libraries of New York. They were intent on securing for the new commonwealth the best institutions of their native state.

Arguments concerning school libraries must be based on a fair understanding of their purposes and the kind and character of the volumes which compose them. The small annual sum, averaging but four or five dollars to a district, which goes to their support, cannot provide large and cumbersome collections of technical scientific works. It can, however, provide for every school a few simple and interesting volumes for children that shall lead to a life-long love for good books and so lay the foundation for later self-education. It can furnish to the poorest children something that will approach a home library in value.

It is sometimes urged that in these days of cheap literature every child has enough good reading. This is not true. It is true of the children of a share of well-to-do families, but the travelers of the by-roads of the country districts, who visit the crowded homes where the conditions of life are the hardest, and where the largest families are ordinarily found, will see few or no books except worn copies of meager, uninspiring text books. The children of such families do not get enough practice in reading to read easily; they have no opportunity to learn by actual experience how a book may delight, instruct and inspire. A book means to them a collection of tasks which are theoretically useful but practically wearisome.

Our schools have ground wearily at the task of teaching children the mechanical part of reading and have omitted the only means of making this work a pleasure, while losing the

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*Free Text Books.*

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opportunity of making it valuable by failing to give a love for wholesome and inspiring reading.

Justice and a wise outlook for the future demand that the pledge of the constitution to provide an accessible school library for even the poorest children of the state be fulfilled, and that a portion of the school fund income be devoted to this purpose.

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FREE TEXT BOOKS.

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The reports to this department show a small but constant increase in the number of districts which purchase text books and loan them to pupils. These reports cover only the last three years. The aggregate for the districts is as follows:

No. furnishing free text books, 1889—'90, 717.

No. furnishing free text books, 1890—'91, 973.

No. furnishing free text books, 1891—92, 1,018.

In 1889—'90 Baraboo, La Crosse, Marinette and Watertown were the only cities, under city superintendents, loaning text books to pupils. To these were added Berlin, Eau Claire and Portage in 1890—'91, and Grand Rapids, Onalaska, Rice Lake, Tomahawk and West Superior in 1891—92. In Madison free text books are furnished to pupils of the first, second, third, fourth and fifth grades. Waterloo, Jefferson, Sauk City, and a number of villages and cities not under city superintendents, have this system, but a full list of such schools cannot be given.

The noteworthy fact is that very few districts, and no cities, have been willing to go back to the old methods of securing books after a trial of the new system. Those who have tried the free text book system claim for it the following advantages:

1. It saves money. Because boards of education buy in larger quantities they can buy more cheaply than the individual.

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*Arbor Day.*

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2. It saves time. The books are at hand in the district when the schools commence.

3. It makes the schools free to the poorest boys and girls and removes a frequent hindrance to their attendance.

4. It draws pupils who have a few spare weeks, but are otherwise deterred from attending school on account of the cost of text books.

5. It saves the wastage frequently caused by changes of text books when families remove from one district to another.

6. Because the teacher is responsible for the books it gives him an opportunity to insist that pupils shall take good care of them.

The system fails only under careless or incompetent officers. Its general adoption seems to be only a question of time, as the former prejudices against it are steadily dying out in the face of the practical benefits which experience proves that it secures.

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**ARBOR DAY.**

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Arbor Day first received legislative sanction in this state in 1889. Little was done in that year or in the next to secure its observance. In 1891 Governor Peck and other friends of education generously offered \$1,000 as a fund for giving a prize to the school in each county which should observe Arbor Day and, during the spring and summer, make the most comparative improvement in its premises. This department sent a circular of information and encouragement to each school and included an excellent circular, issued by the officers of the state horticultural society, giving helpful advice about suitable trees and shrubs for planting. The response to this work was prompt and gratifying. Prizes were fairly won in fifty-six counties, in most of them at the close of an active competition.

The report from St. Croix county, by Supt. Lovila Mosher, who adjudged the prize, shows, in a general way, the kind of results secured-

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*Arbor Day.*

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The school grounds of the district which won the prize, were in a rough condition last spring with brush and stones scattered about and over thirty stumps, but no shade trees. The ground has been cleared, every stump removed, and is well graded with a well-kept lawn.. A row of evergreens has been planted on each side of the walk and hardwood trees have been placed around the yard. The trees were in good condition and, taken all together, there has been a wonderful improvement, many of the school districts having taken pains since Arbor Day to keep their parks in good condition. More effort has been made in this county than in any former year. Many of the school officers have been interested and have helped in making the premises more presentable. The teachers and pupils, however, have been the ones most interested and have been eager to have the wood piled up neatly, and the yard tidied up as best they could. It is thought that with a little more encouragement more can be accomplished another year in this line.

The Governor's prizes generally took the form of small district libraries, which were heartily welcomed and appreciated.

In 1892 this department issued a larger Arbor Day circular and sent a copy to each school. This circular was crowded with materials for the use of teachers in stimulating a loving study of nature in the fields and forests. From song and story, from the choicest works of the essayist and scientist, were culled gems of thought and of the imagination to aid in making Arbor Day interesting and instructive. To these were added practical articles on selecting, planting and caring for trees and on flower beds and lawns for school grounds.

This circular outlined a somewhat broader work for Arbor Day than had previously been attempted, and its publication was partly in the nature of an experiment. It seemed, however to strike a popular chord and it was warmly commended and eagerly sought by teachers of other states, including many from New England.

The reports of county superintendents show only a portion of the results secured, but these are noteworthy. 2,408 district schools observed the day and planted 18,343 trees. Nearly all of the city and village schools had appropriate exercises and most of them planted trees.

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*Columbus Day.*

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The state horticultural society worked side by side with this department in a kindred line. The president, Hon. M. A. Thayer, of Sparta, offered 6,000 strawberry plants for distribution to the schools, under certain conditions imposed by the society. To any school observing Arbor Day and organizing a school horticultural society the state society offered to send six strawberry plants for each member, if these members would agree to report the condition of the plants in the following October. Two hundred and forty-three of these district societies were formed, with nearly 1,500 members, and Mr. Thayer sent nearly 9,000 plants, with circulars of instruction as to their proper planting and culture. This means that fifteen hundred young people carried to their homes a new interest in small-fruit gardening, a new habit of observing closely certain useful plants whose cultivation contributes materially to the health, comfort and pleasure of home life.

The work of the past two years in connection with Arbor Day in this state has aroused thousands of school officers, teachers and pupils to a livelier interest in nature, to a keener sense of the beauty of trees and flowers, to a better knowledge of the value and necessity of abundant plant growth and to a better appreciation of the comfort and pleasures that flow from beautiful and attractive school grounds.

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COLUMBUS DAY.

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In that great national movement which was instituted partly with an idea of paying due honor to the great discoverer of the fifteenth century and partly with the purpose of increasing historical interest and stimulating patriotism in the school children Wisconsin was not behind her sister states.

According to the returns already received, 2,724 separate departments in the various city and village schools of Wisconsin engaged in exercises appropriate to the day. These exercises were mainly based upon the official program furnished by

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*Columbus Day.*

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the national committee and upon the Columbian circular of forty-eight pages issued by the state superintendent. The following plan seems to have been quite generally followed in the graded schools. First—exercises in the separate departments, suited to the grade of the pupils and consisting of selections from the Columbian circular. Second—parade, saluting of flag, and rendering of official program by combined departments or wards. In the first case rooms were generally decorated with American flags, with here and there a sprinkling of the red and orange of Spain. Portraits or busts of Columbus in prominent places, and, occasionally, blackboard stencils of fifteenth century scenes, served to educate both pupils and patrons. In the second case there were martial music, G. A. R. veterans, civic societies, frequently, and long lines of children.

Public enthusiasm seems to have been thoroughly and generally aroused in connection with the public schools. In many places the parochial schools united with the public and private schools in the celebration.

Reports from the district schools as to the observance of the day are necessarily less complete and less satisfactory. In the first place the Columbian circulars, owing to an unavoidable delay in publication, were late in being issued. In the second place the teachers of the rural districts—outside of the main currents of life and enthusiasm—depend largely upon the county superintendent for inspiration, and, on extra occasions, as the observance of Columbus Day or Arbor Day, do but little unless they receive this inspiration. Again, the fact that many country schools were not in session October 21st make the returns for that day less complete than would have been the case otherwise.

Remembering these drawbacks to a successful observance of the day in rural sections, perhaps the returns are as satisfactory as could be expected. 2,358 district schools are reported as actually observing October 21st, while many of the schools

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*Free High Schools.*

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which opened late in the fall had Columbian exercises November 23d.

According to the reports the country school programs were mainly based upon the Columbian circular and were adapted to the size and grade of the school. Many flags were purchased and patrons manifested considerable interest. In several cases neighboring schools united in celebrating the day and in "having a picnic." In some of the smaller schools the teachers devoted the time to merely talking with or reading to the children about Columbus and his work.

And thus, in city and country Wisconsin counts 5,082 different departments which observed October 21st. It is to be hoped that the Columbus Day movement has not been without good results. In the town libraries there seems to be much greater demand for books treating of old-world life in the fifteenth century and of the early history of America.

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FREE HIGH SCHOOLS.

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Wisconsin is justly proud of its system of free high schools. Authorized by law in 1875 their number has increased to a present aggregate of 183, with several more prepared to organize and seeking admission. Similar schools in several of the large cities which voluntarily decline state aid, are styled in our laws and reports simply high schools.

The system has not escaped severe criticism, some of it merited, but much of it ill-advised and unwarranted. A frequent charge is that these schools belong to the aristocracy; that they are maintained at public expense for the benefit of the favored few. Early in October, 1891, I sent to all the principals of free high schools in the state, then 177 in number, blank reports calling for detailed information regarding the occupations and the financial standing of the parents and guardians of children enrolled in the schools. One hundred and nineteen schools reported. The figures relating to property are as follows:

*Free High Schools.*

No. parents who pay poll tax only.....	692
No. parents assessed less than \$1,000 .....	2,040
No. parents assessed not less than \$2,500, but more than \$1,000.....	1,304
No. parents assessed to exceed \$2,500 but less than \$10,000.....	1,125
No. parents assessed to exceed \$10,000.....	216
No. families represented.....	5,491
No. children enrolled.....	6,369

Thus it appears that of the people whose children attend the high schools the number rated below \$1,000 is 2,732. Those rated above \$1,000 number 2,645. The whole number listed below \$2,500 is 4,036; those above 1,341. The number assessed below \$10,000 is 5,161; the number above \$10,000 is 216. In other words, more than one-half of the patrons of the high schools are assessed at less than \$1,000, more than three-fourths below \$2,500. Twenty-one out of twenty-two are rated below \$10,000, and only one in twenty-five above \$10,000. If we say that the assessment represents not more than 40 per cent. of the actual valuation, then one-half are actually worth less than \$2,500; three-fourths are worth less than \$6,250; while but one in twenty-five is worth more than \$25,000. Estimated upon the basis of wealth there is but one conclusion to be drawn, namely, the free high school is emphatically the school of the poor man and of those in moderate circumstances.

If we turn from property to occupations and conditions, we find children representing:

Farmers .....	1623	Real estate agts. ....	36	Brewers .....	8
Day laborers.....	659	Contractors .....	35	Butchers.....	8
Merchants .....	385	Forem-en. ....	30	Operators.....	7
Supported by wid- ows.....	361	City officers ...	28	Sailors.....	7
Carpenters.....	135	Supt. of works..	26	Cheesemakers ..	6
Saloon keepers....	112	Dressmakers....	26	Plumbers .....	6
Lumbermen .....	110	Hookkeepers....	26	Capitalists.....	6
Traveling salesm'n	104	Tailors .....	24	Pensioners.....	6
Orphanswith guar- dians .....	103	Harnessmakers.	24	Horse trainers..	5
Machinists.....	100	Co. officers.....	23	Weavers.....	4
R R. employes....	97	Drovers .....	22	Electricians....	4
Physicians .....	80	Milliners .....	20	Washerwomen..	3
Manufacturers....	79	Teachers.....	20	Surveyors .....	3
Ministers.....	72	P. O. masters...	19	Beekkeepers.....	3
		Editors.....	18	Tanners .....	2
		Dentists.....	16	Bridge builders.	2



*Free High Schools.*

Clerks .....	64	Coopers .....	14	Nurserymen....	2
Furniture dealers.	62	Bakers.....	13	Speculators ....	2
Shoemakers.....	59	Agts. agr. imps.	18	Worthless drunk	
Blacksmiths .....	59	Gardeners.....	18	ards .....	2
Painters.....	58	Liverymen.....	12	Dyers .....	2
Bankers.....	50	Cigar makers...	12	Fishermen.....	2
Millers.....	49	Masons .....	12	Horse doctors...	2
Insurance agents.	49	Moulders .....	12	Well drillers....	2
No occupation...	47	Grain dealers...	12	Gunsmiths .....	2
Engineers.....	46	Lake captains ..	11	Singing evangl't	1
Lawyers .....	46	Tinsmiths .....	11	Architect.....	1
Printers .....	45	Confectioners...	10	Florist .....	1
Hotel keepers. .	42	Miners .....	10	Piano tuner ....	1
Clothiers.....	40	Self-supporting.	10	Nurse .....	1
Barbers.....	39	Jewelers .....	10	Marble cutter...	1
Teamsters.....	37	Photographers..	9		

The list is exceedingly interesting as well as significant. The indications of self-sacrifice and devotion are most pathetic. Three hundred and sixty-one pupils supported by widowed mothers, twenty-six by dress-makers, twenty by milliners, two by washer-women, one by a nurse, and ten self-supporting pupils are facts which speak more eloquently than words.

What shall be said of the high schools and the aristocracy?

Does the general public support them for the benefit of the favored few? The farmers, the unclassified day laborers, and the widows constitute more than two-fifths of all the patrons. Again, the testimony of the reports indicates that the high schools are pre-eminently the schools of the common people. It must not be supposed that these figures are entirely correct. They doubtless contain many errors, but these must be quite equally distributed so that after the cancellation of equal terms the result will be found substantially correct. They seem to me to be worth volumes of denunciation based upon the number of graduates either in certain localities or from all the schools.

The statistics of Madison and Beaver Dam were collected by experienced census takers, and are therefore as nearly correct as can well be obtained. They do not materially differ from the general results. Similar statistics gathered in Milwaukee and covering a larger period are as follows:

### Free High Schools.

*Table showing the Occupation of the Parents of the Students attending the Milwaukee High School.*

	OCCUPATIONS.							REMARKS.
	Mechanics and unskilled laborers.	Clerks and bookkeepers.	Widows.	Agents and inspectors, etc.	Merchants.	Professional. Lawyers, doctors, etc.	TOTAL.	
1869—1882..	305	49	43	121	271	94	889	So far as we have record. No of students in Latin, 119; German, 170.
1885....	111	32	23	55	111	46	378	
1887—1890..	203	65	28	105	349	69	726	

Among the parents of the students enrolled 1887-90, we name some of the occupations:

37 Carpenters.	6 Druggists.	4 Notary publics.
18 Machinists.	5 R. R. conductors.	5 Express agents.
13 Painters.	6 Jewelers.	4 Store supt's.
7 Teamsters.	4 Tinsmiths.	3 U. S. gaugers.
8 Butchers.	4 Barbers.	8 Captains.
8 Tanners.	9 Moulders.	2 Ice merchants.
13 Gardeners.	10 Tailors.	3 Cattle merchants.
39 Clerks.	4 Coopers.	1 Rag merchant.
9 Brewers.	8 Laborers.	2 Peddlers.
10 Inspectors.	3 Shoemakers.	6 Saloon keepers.
8 Laborers.	5 Millwrights.	10 Cigar merchants.
18 Lawyers.	4 Confectioners.	4 Liquor dealers.
12 Doctors.	4 Masons.	23 Teachers.
8 Civil engineers.	2 Firemen.	4 Janitors.
3 Bankers.	1 Supt. of schools.	21 Grocers.
3 Architects.	3 Photographers.	2 Millers.
2 Editors.	4 Dry goods merchant's.	2 Bakers.
12 Ministers.	4 Plumbers.	1 Meat merchant.
2 R. R. supts.		

The element of patronage ought, perhaps, to be still further considered. Does the attendance warrant the continuance of these schools? In the one hundred and eighty-two free high schools reporting for the past year the total number of pupils of school age enrolled is 10,757, 4,466 of whom are boys and 6,291 are girls. Two hundred and sixty-five over twenty years

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*Free High Schools.*

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of age were also enrolled, making a total of 11,022. These pupils have practically completed the common school course. But for the presence of these schools the majority would be out of school altogether, their parents being unable to pay for their schooling away from home. Could these 11,000 young men and women be as wisely and profitably employed elsewhere in the state?

It cannot be successfully denied that there is a real and urgent need of high schools. Only the comparatively few rich can afford to send their children to the academy and the university to be educated. If both preparatory and collegiate training must be obtained abroad, then the masses are practically debarred from all but the most elementary education. It is the recognition of this fact that has caused the academy to be superseded by the modern high school. Many who recollect academies like that of McMynn's at Racine mourn the change. It is probably true that there would not have been much room nor great need for high schools if such an academy had been easily accessible to each community. Yet the inevitable tuition of \$100 per annum, added to the present cost of attendance, would have deterred many who now lay the foundation of future independence and acquisition in the high schools.

There are probably many people who admit the necessity of some system of advanced schools for secondary education who deny the fitness of the high schools for the purpose. To such people the state says: The offer of aid to such schools as it controls does not prevent your providing at your own expense, and under your own control, as much better schools as you see fit. Renounce state aid and you may make your ideal school and run it your own way.

Is it not possible that the local high school is mistaken for the state's high school and a wrong impression is formed? It is true that the state directs to some extent in every free high school and its approval is necessary for all; yet much liberty of choice is given. Local pride and ambition can brook no su-

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*Free High Schools*

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periority and too much is attempted. The state department of education maintains a constant struggle against undue expansion, but too often yields its deliberate judgment to local demands. The difference between the courses outlined and those in use is often very wide, and the variation is always in the line of extension. The attempt of many to do more than can be done well leads to an indiscriminate charge that none of them do anything well.

It may be helpful to tell briefly what the state requires of a high school. The course is based upon about eight years of elementary instruction in what are commonly called primary, intermediate and grammar grades. The first year in the high school is given to arithmetic with book-keeping, grammar with sentential analysis, and geography including physical geography. Definite, continuous and thorough work in reading and composition is required throughout the course. This will include some knowledge of classic authors and a careful study of their writings. The second year allows three terms to elementary algebra, two terms each to physiology and United States history, and one term each to botany and constitution. The third year devotes another term each to botany and constitutions, two terms to plane geometry, three to physics, and two to the theory and art of teaching. The course is finished and no ornamental studies with high sounding titles appear. Not very much is attempted. If it is not well done whose fault is it?

Arranging the studies upon a rational basis for mental development, and we have four linguistic studies, reading, grammar, composition and literature; four mathematical studies, arithmetic, book-keeping, algebra and geometry; four natural sciences, physical geography, physiology, natural philosophy and botany. There remain unclassified three studies, history, constitution and theory and art of teaching which have to do with the achievements and institutions of the nation and the proper training of its citizens. This work is fundamental in the state's system of free high schools.

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*Free High Schools.*

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Theoretically and philosophically the course is complete as far as it goes. It affords considerable and varied training in the English language, tending to the use of the mother tongue with accuracy and grace. The mathematical studies should develop a fair degree of ability to reason closely and connectedly and to state the conclusions clearly, concisely and completely. The instruction in the natural sciences should form habits of careful, independent investigation and observation, followed by full and precise statements of the processes and results. Familiarity with the deeds and the polity of our own people should create a thirst for similar knowledge of other peoples. Viewed from the practical side, the course gives at every stage the kind and amount of information needed for further progress, or for actual use in the world, if the pupil must leave school. I do not say the course is perfect. I simply affirm that it is practical and well adjusted. If any one doubts it let him try to make a new course equally good with other studies in different order in which progress may be easier and more rapid.

To every community the state says, "Do this much systematically and thoroughly and you have a high school worthy of assistance."

Many schools are able to do more than has been outlined. To these the direction is, add a term in solid geometry, one in rhetoric, three in general history, three in English literature, and one in mental science. If your pupils prefer a modern language, displace the general history and English literature with German. These are the general information or business courses and the introduction to the more modern university courses. If preparation for entrance to the older collegiate courses is desired, the sciences and literature may be dropped and Latin and Greek substituted.

Thus three courses are outlined for immediate adoption, or for adaptation and adoption. Considerable latitude of choice beyond this is allowed each community to meet its needs. Too often the vagaries of school commissioners or the hobbies of the

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teacher control the selection. Astronomy, geology, zoology, chemistry and political economy are added, and the course breaks down under its own weight. It is this attempt to make universities of the high schools that brings reproach upon them all. Overcrowded courses, coupled with undue haste to be through, cause too many to graduate while still unable to read readily and expressively, to write or speak with fluency and elegance, to compute with rapidity and accuracy. It is a matter of regret that there is so much of truth in the charges of inefficiency in these schools, but the defects are not inherent nor incurable. The same time and more thoroughness given to more moderate efforts will work the cure.

Thus far in our history our cities and villages have had the chief advantage from them, because they have been readiest to accept them. The state offers \$25,000 to the city and village high schools, and another \$25,000 to high schools in the country. The latter have been slow to see their advantage, and their money has been devoted to the others. I regret to state that the provisions made for the establishment of free high schools in rural districts has not met with the reception that its merits demand. It aims to secure a school of advanced grade in every community not already possessing one. To this end the state offers to pay one-half the cost of instruction for a period of three or more months in each year, and undertakes to guarantee a suitable course of study and competent instruction. The establishment of township high schools would enable the older pupils to attend them without the interruption and distraction of classes of smaller pupils. It would set before them a definite and worthy object to be attained by regular and continued application. It would open to them the door of wider culture and greater usefulness, which to many would otherwise remain forever closed. It would stimulate a friendly rivalry between the districts in furnishing their proportionate number of successful candidates for admittance, and would be a spur to regular attendance and earnest endeavor on

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the part of the pupils. It would be an incentive to district officers to secure the best teachers to keep their schools abreast of the others, and would stimulate the teachers with a like purpose. It would insure greater uniformity in instruction and definite tests of advancement. It would provide adequate facilities for training teachers for the lower schools, and would secure a supply familiar with our system and competent to administer it. It would offer an admirable training for business pursuits and would point to the realms of pleasant and profitable knowledge beyond.

The high school is an essential link in the chain that binds the primary and the rural school to the university. It is equally valuable to the community in which it is located. It crowns the city or village system of schools as the university crowns that of the state. It is the province of both to attract and stimulate pupils in the schools below and to point with steady finger to the higher culture that lies beyond. On the high school is imposed the double duty of rounding out and extending the work of the lower grades, and of training its pupils for admission to the college and university. It must fit students to enter the various business callings and must enable them to carry forward amid the active duties of life the unaided work of self-culture. Much the larger number of the pupils of these schools terminate their school life here. If to them there shall come glimpses of the wider ranges of knowledge that lie beyond; if in them there shall be awakened any appreciation of the wealth that lies outspread on the fields of science; of the riches embodied in our unrivaled literature, or of the marvelous capabilities of our mother tongue, they will owe their mental awakening to the work of the high school. It is freely granted that it is the primal duty of every branch of public school service to train pupils for honest and unflinching work. Any culture that renders the homely duties of life distasteful, or leaves the impression that service in any honorable industry degrades, is unworthy of consideration here. But "Man does

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not live by bread alone." The school that awakens a love of sound knowledge in the hearts of its pupils does much to sweeten the hardest lot and to ennoble the humblest life.

It is urged that only a small percentage of the graduates of high schools ever enter higher institutions of learning, and that to require these schools to maintain a curriculum designed to prepare students for admission to the university is to impose on them a burden for which there can be no adequate return. It is objected, moreover, that to beget the spirit that prevails in institutions devoted to training for admission to college is impossible in schools but a small part of whose pupils can take the entire course, and fewer still will seek the larger training that the university offers. In answer to all this it may be said, that any theory that justifies the state in giving to her children a common school and a collegiate education, imposes the duty of providing for the training that lies between. Academies and preparatory schools have not thriven in the west, and the state has no agency except the high school that can give the preparation that the university requires.

The common school is made for all. Its power for good is measured by its hold upon the sympathies of all classes of citizens. Much the larger part of the burdens of taxation are borne by men whose children constitute but a small minority of the pupils in the public schools. To deny to these, and to others who seek for their children the education furnished by the higher institutions of learning, the privilege of preparing for this higher training at home, is to alienate a class of citizens whose moral support the schools can ill-afford to lose.

To exclude from the high school curriculum the studies necessary to prepare students for admission to college, is to compel a large and influential class of citizens to take their children from the public schools at an early age, and to send them from under the shadow of the roof-tree at a time when they sorely need parental influence and control. Moreover, this policy tends to separate the children of the rich and the poor, and so



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to weaken that welding power of the schools which constitutes their transcendent claim upon the state. The most effectual bar which our institutions furnish to the formation of castes is the public schools. Here all classes meet upon common ground. Here, during the formative period of life, those acquaintances are formed, and those friendships are cemented which alone are effective in breaking down the barriers that class and sectarian prejudice rears. It will be an ill day in American affairs when this, the crowning glory of our school system, is impaired.

Lastly, the school needs the influence which students preparing for wider fields of culture give. Little of all that is worth knowing is learned at school.

To beget a love of study, and to awaken an appreciation of what is best in human culture is the noblest mission of schools.

That ours, while they impart with sedulous care the rudiments of an education, should still point to the world of pleasant and profitable knowledge that lies beyond, is indispensable to their largest usefulness. The presence in our high schools of those who are preparing for a higher course of instruction will aid the teacher in raising the standard of scholarship. To the schools below, the high school is the incentive to high endeavor. The university ought to impart an equally healthful stimulus to the high school.

The state offers to bear a part of the additional burden which preparation for college and university imposes on high schools. It is true that the original purpose of the law granting state aid to free high schools was to encourage the establishment of such schools in townships where none existed, and that the legislation failed to accomplish the result sought; but it is also true that the extension of this aid to village and city high schools has resulted in great and lasting good to many of these schools, to the school system and so to the state. Many villages and small cities were stimulated by the offer of state aid to establish these schools, and many others reorganized and enlarged their courses to adapt them to the requirements of the

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state department. It brought all high schools under the jurisdiction of the state superintendent, and required them to submit their school courses for approval, as a condition precedent to the bestowment of the proffered bounty. It thus unified and steadied the work of these schools. Formerly each new principal might rewrite his course to adapt it to his real or supposed aptitudes. These courses must now be written or approved by the state department, and it has authority to require that they are faithfully administered; in other words, to see that the state gets what it pays for. Earnest and capable high school teachers bear nearly uniform testimony to the worth of this supervision, and to the aid and encouragement that their schools have received from the visits of the high school inspector.

It is unfortunate that there are still many of these beneficiaries of the state that are high schools only in name; and that after repeated admonitions fail to make an honest effort to execute their own courses, or to do the work for which the state pays. Justice to efficient schools demands that these pretenders should be dropped from the list of free high schools, and the state superintendent should be authorized by explicit enactment to do this.

If pupils preparing for the university were excused from the topics embraced in their respective college courses and were allowed to devote the time and energy thus saved to a more thorough and rapid mastery of subjects required for admission to the university, the expense imposed on these schools by this preparatory work would be lessened, and the schools themselves would be rendered much more efficient training schools. Students both within and from without high school districts are deterred from seeking in these schools their preparation for college courses by the fact that they are required to take the entire course, to pursue in the lower, subjects that are taught much better in the higher school, to keep even step with those who are less intelligent and less diligent, and so to consume valuable time in work that the university does not require. If the

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preparatory course were limited by the requirements for admission to the various college courses, the time of the student would be saved, his energy economized, and the bounty that the state offers for this training would go far toward meeting the additional expense that the work imposes. Moreover, high schools would thus be enabled to allure and retain an element that does most to vivify and ennoble the village and city high school. To awaken in bright boys and girls an ambition to secure the highest mental attainments within their reach, to enkindle an enthusiasm that sends young people with eager feet into the widening fields of knowledge, is the worthiest work that the schools may do. Such benefactions every well ordered high school may bestow. There are young people within the influence of each that wait only for the quickening word, the enkindled hope, to start along lines of mental and moral progress that will enrich their own lives and benefit their fellows. Under the divine fiat, which alone can create a human soul, the noblest thing is to discover one. But here, as everywhere, worthy work demands worthy workers. Nothing better comes out of an institution than is in it. Teachers can draw only against the mental and moral resources that they have. Opportunity reveals talent, it does not create it. It may be safely said that no teachers have richer opportunities for great and lasting good than those engaged in high schools. But how shall one teach unless he has been taught? How shall he enkindle the love of learning in others if he have not lighted his own torch by its sacred fire? No culture less than that required for graduation from a college course will enable a high school principal to do work adequate to his opportunities; nor should mental training inferior to that demanded by normal schools for a diploma be thought sufficient for an assistant's place.

This discussion ought not to close without bearing testimony to the mental and moral worth of a large number of teachers engaged in this work. The high school corps embraces an able body of men and women whose work is a credit to the

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*Inspector of High Schools.*

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state. The power and influence of the high schools under the charge of such teachers is steadily increasing and becoming more salutary. The leading high schools of the state are among the foremost agencies in our educational progress

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INSPECTOR OF HIGH SCHOOLS.

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The work of the inspector of free high schools has been fruitful in many ways. It was fortunate for the department and for the schools that the initial plans of work and methods of procedure were arranged by one whose intimate acquaintance with every branch of public school service, and whose rare power of organization enabled him to make the work of inspection immediately effective. All interests involved were saved from those humiliating failures that so often mark the youth of enterprise. His successor carried forward the work in a manner highly creditable to himself and satisfactory to this department and to high school principals. These teachers and their associates have borne uniform testimony to the helpfulness of the work. Young teachers have been aided by the inspector's experience and stimulated by his zeal. Teachers, school officers and communities have been helped in the conduct of the preliminary examinations, the arrangement of school courses, and in preparation for their execution which precede the establishment of free high schools. The inspector carries to the weaker schools valuable information relating to the organization and methods of the stronger ones. From his own experience and from the instructions of the department he is able to unify the work of these schools by giving to those in charge clearer conceptions of the purposes for which they are

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established and maintained. Systematic methods and unity of purpose are as essential in school as in military affairs. The state attempts to maintain a system of schools reaching all the way from the first primary to the post-graduate course in the university. The strength of the system is commensurate with that of its weakest factor. Continued failure in one of these factors weakens all above and all below. It is only through the work of the inspector that the state superintendent can become conversant with the conduct of the schools under his charge, or can know whether the bounty accorded by the state is worthily bestowed.

The last incumbent of the office accepted a place in the River Falls Normal School, and entered upon his work at the beginning of the present school year. In the selection of his successor the superintendent has been guided by a rule that ought to govern every branch of school service, namely, that every officer should be conversant with work committed to his supervision. It seemed indelicate to ask any capable high school man to abandon an assured position to accept a place the tenure of which was at the time clouded by uncertainty. He who now enters upon the duties of the inspector's place brings to his work ripe scholarship and an experience born of unquestioned success in the field of labor that he is expected to supervise.

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*Normal Schools.*

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NORMAL SCHOOLS.  

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The progress of the normal schools, as compared with former years, has been reasonably satisfactory. Considerable additions have been made to the buildings at Whitewater and Platteville, materially increasing the accommodations and convenience of the schools. In the school at Milwaukee well known evils of long continuance culminated during the year in an outbreak which resulted in a reorganization of the corps of instructors.

The present organization and equipment of these schools promises a continuance of measurably uniform work of high excellence according to the prevailing standard. The desirability of important changes in the character of the work has been pressed upon the authorities by a long line of visiting committees, composed of intelligent business and professional men who have carefully investigated the schools and reflected upon their needs. It is not a little significant that judgment so weighty, so uniform and from sources so various should produce so slight an impression upon the administration of the schools. The defects complained of not only continue but increase in magnitude and in the hold which they maintain upon the schools. The unreality of practice teaching and its want of spontaneity have been subject to much adverse comment, and the advisability of discontinuing it has often been suggested. A still greater fault, whose correction has been often recommended, is found in the character and amount of academic instruction given. It seems anomalous to add to primary, intermediate and grammar departments sub-preparatory, preparatory, special or academic, first year and second year grades, to prepare for entrance to the second year of the elementary course. It is difficult to find authority for the employment of teachers to devote their entire

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efforts to simple instruction in the most elementary branches, with neither conscious nor avowed reference to either the pedagogical or psychological principles involved. It has been no uncommon thing to find in these schools the highest paid men next to the president, giving the chief part of their time to teaching the mechanical art of reading and the elementary principles and processes in arithmetic. In short, the academic work of third grade teachers in country schools is duplicated in all the normal schools, and some of it is done at the highest permissible cost.

A wonderful latitude of interpretation is given to the provision for normal schools which allows the expenditure of the funds chiefly for the purpose of preparing students for them. The great majority of pupils thus instructed are not found in the normal department proper. It is not doubted that much of this instruction is of a higher order than that afforded in the district and graded schools, but the expenditure for this purpose of money sacredly devoted to the maintenance of normal schools cannot be regarded otherwise than as a misappropriation of public funds. It may be granted that provision should be made for a brief preparatory course to adjust the varying attainments of candidates to the uniform requirements for admission to these schools. A one year's course designed especially for the preparation of teachers of the lowest grade in the country schools might seem advisable. In this course those not fully prepared for entrance might make their preparation. Only such expenditure for academic purposes can be sheltered under the constitutional provisions for these schools.

The organization of two courses of study, one elementary and the other advanced, has operated to the disadvantage of scholarship in these schools. The general public fails to distinguish between the certificate granted at the completion of the elementary course and the diploma conferred upon the completion of the higher course. To most school officers the one is the full equivalent of the other, and like cheap money in currency, the poorer

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document excludes the better. The great majority of graduates from the schools since their organization has been from the elementary courses. Thus Oshkosh has sent out 102 from the full course, and 222 from the elementary course; River Falls 54 from the former, and 190 from the latter; Whitewater 197 and 307. Comparisons with Platteville are hardly just to the other schools, since for the first seven years only one course of three years was offered. From this 88 were graduated. Since both courses were offered, 200 have completed the higher course and 164 the lower. There seems to be no good reason why the same condition should not continue to be true until the certificate is abolished or at least deprived of all value as a legal qualification for teaching. The proposition to discontinue its issuance meets with considerable favor among normal school people, and much more with the intelligent public outside of these schools. In 1892 the schools which maintain both courses sent out 41 from the full course and 66 from the elementary course. Milwaukee has only the advanced course. Were we to consider the upper courses or classes as the real normal schools of the state and all below them in the other schools as preparatory, we should not find that our normal preparatory schools have been remarkably successful or that they are indispensable to the success of real normal schools. In 1890 Milwaukee graduated 25 students, Oshkosh 5, River Falls 6, and Whitewater 12. In 1891-92 Milwaukee graduated 32, Oshkosh 14, River Falls 4, Whitewater 9. Counting from the date of organization, Milwaukee has graduated 151 in 7 years, Oshkosh 102 in 18 years, Whitewater 187 in 13 years, River Falls 54 in 16 years, Platteville 200 in 17 years. Unless such modification of the policy of these schools can be effected as will more than reverse this ratio, the remedy must be sought in legislation. In the reports of three of the boards of visitors which are appended will be found more or less positive recommendations to abolish the elementary course at once.



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The discontinuance of the mass of elementary instruction and the devotion of effort to legitimate normal school work, would afford an opportunity for eliminating a considerable number of instructors and the employment of a limited number of greater learning, ability and power. The loss to these schools in quantity would be far more than compensated in quality. The saving thus effected would permit the maintenance of additional schools in portions of the state now destitute. The schools always have been and will continue to be chiefly local in patronage. Nearly three-fourths of the enrollment at Oshkosh for 1892 is drawn from five counties, and more than one-half at Whitewater from six counties. The distribution of those instructed is about equally circumscribed.

A serious fault in the administration of the schools lies in the rigid enforcement of inflexible requirements. Too often students are required to take in a class all the work outlined, no matter how proficient they may be in the branches. One who has successfully taught more algebra than is required for graduation must follow the toilsome effort of elementary students instead of at once taking his final examination upon all the work and being admitted to other classes whose studies he has not yet pursued. The endless grind in grammar must be endured before a proficient grammarian can "pass" in rhetoric or literature. A reasonable demand for a final test in any branch ought to be promptly met with an examination, and if such mastery of the subject is shown as is required of the regular classes, full credit should be given. Many students are repelled absolutely from the schools who would gladly remain to take the diploma if reasonable concessions were made in lines where instruction is not needed.

Criticism of defects should not be interpreted as derogatory to the high character of the work and the beneficial influence of these schools. Intensity of spirit and persistent and devoted effort are characteristics that are most excellent. In no other schools of the state have these qualities been so manifest.

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The student who avoids his recitation or fails to prepare for it at once loses caste. It is not easy to see what could be done to increase these admirable qualities.

The features chiefly to be deplored are misdirected effort of the students, in the excessive devotion to practice work, study of methods, theory and art of teaching, science and philosophy of education, history of education, and pedagogic psychology which consume the time and energy of the student and prevent the attainment of real scholarship. It is the opinion of the superintendent that the most impressive work in methods that the pupils receive is the good teaching to which they are subjected; that the best teachers among the graduates will reproduce both in their manner and in their methods the strong teachers in the faculty and not the critics and supervisors of practice. It is this conviction which prompts him to urge an abridgement of the so-called professional work and to recommend a more liberal course and superior teachers.

The course of study, exclusive of the strictly professional work, does not equal that of many of the high schools. The requirements for admission to the normal schools are not greatly inferior to those required for entrance to the state university, yet after completing a four years' course, the graduates leave the institution with scholastic attainments in no way comparable to those secured in the university. In fact the university provides special courses of two years for them which are not especially complimentary to their attainments nor indicative of broad scholarship when completed. If the high school graduates remain longer in the university it is because of the ill-adjustment of the courses of study which necessitates the repetition of much of the work done in the high schools. The greater maturity of the students at entrance, together with the intensity and vigor of the work, should result in scholarship not greatly inferior to that acquired at the university.

A line drawn across the state through River Falls and Osh-

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kosh would bound all state educational institutions upon the north, leaving three-fifths of the state without special public provision for higher education. Simple justice demands such husbanding of the resources for the better training of teachers as will permit the establishment and maintenance of similar schools in the northern portion of the state.

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*Platteville Normal School.*

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## REPORTS OF BOARDS OF VISITORS.

## PLATTEVILLE NORMAL SCHOOL.

HON. O. E. WELLS,

*State Superintendent.*

The committee appointed for visiting the Platteville Normal School respectfully submit the following report:

The school was visited by each of the three members of your committee twice, and by the chairman three times, the last visits being made at the same date for the purpose of careful comparison of views. The visits were severally near the beginning, at the middle, and near the end of the year.

It was noted with approval that the addition to the school building is approaching its completion and will be in readiness for the opening of the next school year. While this will very much improve the availableness of the house for its purpose, your attention is called to the fact that one of the rooms, used for recitation in geography and history, is the more left without sufficient light and with even less satisfactory ventilation than before, to such extent that it is hardly suitable for wholesome occupancy. In a larger view, however, all of the rooms are incapable at present of an adequate supply of fresh air, to such degree indeed that the occupants, both teachers and pupils, must necessarily suffer in health and have the quality and quantity of intellectual and moral work much impaired. We would earnestly urge that the matter of ventilation throughout the building be promptly and thoroughly considered and set right. The age is too late and Wisconsin has too much at stake in her precious youth for it to allow such exposure to corrupt and disease-laden air. The opening of windows for re-

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lief, which has to be resorted to, is, as here **done**, almost worse than the thing to be avoided, it having been impossible for your committee to escape strong drafts while in the rooms, and the occupants of the rooms being unable to avoid exposure by changing their seats. We earnestly suggest that no school building should be allowed in the commonwealth of so imperfect quality in this regard.

Two particulars of need your committee observed in the equipment of the school. The first is the provision of fuller apparatus for teaching and illustrating the physical sciences. The school is seriously lacking in such provisions as are now everywhere deemed essential to proper instruction in this department of study. With the occupying of the new building must come an entire remodeling of the courses and methods of instruction in science. The apparatus now in possession of the school is wholly inadequate both in quality and quantity. A good physical laboratory is a necessity, well equipped with plenty of apparatus and a teacher quite able to give laboratory instruction. Botany should be taught in the same way; chemistry also. Laboratory practice is essential in all, not instruction about science or the sciences. It would be doing injustice to any one who is in the front line of teachers to expect him to do good work in chemistry, botany, physics or kindred subjects with anything like your present provisions. And any one who is not practically familiar with the use of apparatus, and able to use it to exact results, should not in this day be asked to teach these matters in your schools.

The other point of instrumental need is a careful replenishing of the library. Your committee were not able to judge adequately of the use made of the books upon the shelves; certainly it should be insisted on by you that the teachers make the library, by the careful assignment of reading in their various departments, an important aid in mental and moral training. For this use the library is too limited. More books in history of the best kind, more reference books, more books

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of power in literature should be provided, and if they are not used the teachers should be called upon to give the reason why. There is also great need of wall maps, the provision in that respect being in a marked degree insufficient. Particularly, if it is advisable to maintain at Platteville, as it probably is for the present, an elementary department, a larger supply of the best books for children and younger youth should be furnished, and teachers should be expected to guide and inspire the children in reading them.

In regard to the abandonment of the preparatory course at Platteville, your committee cannot speak with confidence. That preliminary work should be left to be done elsewhere than in the normal school as a general principle of policy, seems to be advisable. Whether the especial circumstances in the region of Platteville warrant the application of this policy at once must be determined upon larger observation than your committee is possessed of. It is certainly to be hoped that competent high schools will be furnished as rapidly as possible, so that Platteville shall be left to do its own legitimate work. We would submit the suggestion that there is perhaps greater danger of delaying too long in this particular than of making advance too soon. Necessity, very likely, would prove to be the mother of invention.

Your committee cannot speak too approvingly of the general spirit of moral earnestness which pervades the school. We mean by this a disposition to make avail of school privileges for the use of making preparation for life and life's work. The quiet, yet strong pervasiveness of influence from the principal seemed worthy of special remark. We cannot avoid saying that this school appears to your visitors illustrative of the fact that a moral influence, which draws as much of its reason from strictly religious considerations as the case will allow, is the only adequate controlling and ordering principle of a youth or of a school of youths. Coupled with this earnestness which appeared throughout the school, and apparently in part its con-

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sequence, your committee found generally existing, with one or two exceptions, a genial and kindly mutual understanding between teachers and pupils. The schoolroom, however, we would say as a suggestion to one or two of the teachers, is the last place where lack of courtesy should exist, and least of all should a teacher be discourteous to a member of his class. It is almost less objectionable that the pupil be discourteous to his teacher, for a teacher is supposed to know better. Pupils have rights to kind and considerate treatment that teachers are bound to respect. To snub a pupil is usually mean. To override a pupil is to not teach him. To browbeat a pupil is cowardly. True authority moves in higher and nobler modes. It is time that this relic of barbarism be relegated to the past—in school and in the home. In two or three rooms in the school all traces of this mischief had not entirely disappeared. If there is any relation in life where one should be a true gentleman, a true lady, it is in dealing with a pupil—especially one who is dull and slow. Authority is the law of the schoolroom, but authority is regal.

The instruction in the school at Platteville was found by your committee to be real, sincere and genuine, with little of the pedantic or the mechanical. With great hesitation of judgment we would raise with the teachers, whose own judgment we highly honor, the question whether in a number of what are called, perhaps improperly, the less exact sciences, they do not fail to leave the pupil, at the end of a recitation or a term, with indeed a somewhat quickened intelligence, but without a sufficiently defined and systematized conception of the subject he has gone over. If the problem of the school is to learn to think and feel it is also to think and feel to some definite and ordered result. The product of a schoolroom is thought power, but also a body of thought with the seal of truth set upon it, as sharply affirmative, if possible, and as gleaming as that of a coin newly from the mint. It seemed sometimes as if the instruction might have brought the stu-

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dent further along with a less suspended and interrogative judgment, to a completer scientific settlement.

It is also suggested to the teachers of the school that, in the judgment of your committee, a firmer grasp upon the elements of the classic languages should be insisted on. It is a fine theory that the classic languages should be taught by reading them; but we would urge that mastery of Cicero's Latin can not be well secured without a sharp and exact mastery of Cicero's grammar. The committee did not find this latter altogether satisfactory. The elements were but imperfectly in the possession of the pupil. It is a natural consequence that the thought of Cicero and Cæsar and Virgil were not as well mastered as they ought to have been.

In general, your committee would suggest that, if at Platteville with the beautiful spirit of earnestness and genuineness which pervades the school there could be conjoined somewhat of the characteristic of modern methods of instruction, in variety of devices, in promptness, bouyancy, vigor of movement—aliveness—the effect of the work upon the pupil would be more salutary. We say this with caution and some misgiving. The school is admirable in its quality; if only, without losing what gives to it its charm and worth there could be added what comes of animation and quickness of pulse from the nearer touch of the general movement which is abroad, it would seem to your committee very well. The veins of a school, like the veins of all men's minds, must be continually open, that the blood of the great world without may flow in and bring fresh and invigorated pulses of life. Perhaps the remoteness of Platteville makes it more needful that its teachers be on their guard in this respect. Teaching must be a new procedure every single day.

In the matter of pupil practice in teaching, not very much, unfortunately, fell under the observation of the committee. They were pleased with the instruction given in the theory of teaching. Not altogether assured that it is practicable to re-



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alize as much in the way of valuable experience from the small opportunity furnished the pupil in the classroom as is often expected and affirmed, we did not observe anything at Platteville that added to that assurance. In one or two cases more danger seemed to accrue to the order and scholarship of the class, than of advantage, where there was any at all, to the pupil. The committee would suggest that the best way to make mighty teachers is to give them the advantage of being under teachers who are mighty. Whenever such teachers are not furnished, and in so far as they are not furnished by the normal school, they should be imperatively sought elsewhere, in the college and the university. The most subtle and the most serious danger to the schools of Wisconsin perhaps is that by reason of too great dependence on the normal school men and women of fullest furnishing and power are not brought always to headship in the schools. Wherever to be found, the best teachers should be demanded and their use insisted on. Schools, like men, fed on low diet deteriorate. The normal schools may become a peril to our school system. We must have mighty teachers, at least for our highest schools. So advantaged, when the time of actual responsibility comes the heredity of such parentage will tell. It was Socrates, rather than practice, that made Plato.

In reference to a suggestion that the policy of elective studies be introduced into the normal schools, the committee are disposed to say that it might be allowed under very careful limitations. No doubt better qualifications for instruction in special branches might be secured. Narrowness of mental scope is the danger to be avoided. Varied fulness of mind is a usual condition of the power to truly educate other minds. A needle is sharp and incisive, but it is one-eyed. If pupils are allowed to make election of special studies, the allowance should be exceptional and under careful and wise supervision.

Allow your committee to say, in conclusion, that they have had great pleasure in all the visits they have been permitted

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*River Falls School.*

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by your kindness to make to the Platteville school. Their association with Mr. McGregor and the teachers has been exceedingly pleasant. They surrender their official responsibility with the confidence that with such schools in our commonwealth we have abundant hope that public thought and sentiment will, with the new generation, become wiser and truer and that our state will, at length, match the richness of its soil and the beauty of its physical geography with a social and civic order which will be abundant harvest of your labors.

J. J. BLAISDELL,  
LUTIE E. STEARNS,  
E. A. BIRGE.

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RIVER FALLS SCHOOL.

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TO THE HON. O. E. WELLS,

*State Superintendent of Public Instruction, Madison, Wis.*

SIR:—Your committee, the undersigned, respectfully report as follows:

Acting under your instructions, we separately visited the State Normal School at River Falls early in the school year and thereafter met, discussed what we had observed and laid plans for a second series of visits. We believed that in this way we should gain a better idea of the school and its workings than by going in a body. Since the second visits your committee has been in active consultation and this report is submitted with their unanimous approval.

We found the school large in numbers, in a happy state of discipline and worthy of much general commendation. Teachers and pupils seemed alike earnest and hardworking and on such terms of agreement as left little to be desired and furnished no justification for criticism. It is, then, with no desire to depre-

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*Reports of Boards of Visitors.*

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ciate that we call attention to a few matters which seem to detract from the excellence of what we observed.

The old board fence and the comparatively naked campus are hardly in keeping with the slightly location and the beauty of the surrounding landscape. A well-kept lawn, a few flowers and groups of the native shrubs and trees that make the neighboring dells so beautiful would be conducive to higher ideals and in strict harmony with the efforts of the state department toward ethical culture in the district schools. A little expenditure could be made wisely in decorating the assembly room and some of the recitation rooms. One was impressed with a sense of petty economy, inconsistent with the management of an institution under the care of so rich a commonwealth as Wisconsin.

The equipment of the science department is, in certain lines, crude and wholly insufficient. In some of the branches, training according to modern principles is quite impossible with the limited laboratory facilities which are given.

We could not but be struck by the elementary character of much of the instruction and by the juvenility of the classes. The so-called "preparatory department" is responsible for much of this, and it exists at the expense of the normal department which is sufficiently large to employ to the uttermost the energies of a larger faculty than is now given to both. It is evident that the present teaching force is wholly inadequate to the demands made upon it and that the best of work cannot be done until the burden of that which is sub-elementary be taken from the course. It must be wrong to sap the energies of well-paid men to prepare pupils for a course which must then be more or less slighted by the exhausted teachers. If the preparatory department must exist we recommend its entire removal corporeally and professionally from the normal, the employment of a larger faculty and the concentration of its energies on the large numbers of students which the phenomenal growth of the last few years has brought into the institution itself.

It appears to your committee that the value of the work done

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*River Falls School.*

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by one of the strongest departments was much lessened by the excessively artificial character of the work which the student-teachers were set to observe. The unnatural actions and replies of the pupils who have long known what is being laboriously 'developed,' the strained questioning of the teacher conscious of the fact, cannot be productive of the right appreciation of the method involved even when followed by a keen discussion, ably conducted, and participated in by the fifty or more observers who had crowded around the reciting classes. When the model school teacher is consciously careful to observe the details of a prearranged method, the effect upon the children can be neither stimulating nor elevating.

The work in one or two of the departments was phlegmatic and not in keeping with the stirring educational times upon which we have fallen. The very common pedagogical error which results in good recitations by the teacher and only brief responses of assent by the students was noticed in a few instances. Still there would be no difficulty in specifying places in the school where much that was excellent was being done, for we saw classes handled in a skillfully vigorous manner and departments characterized by the dominant force of a strong intellect. A few details of management seemed peculiar, as the regular entry of the infants to all the morning exercises.

What seemed to us the worst faults are those of the system; and we cannot allow this opportunity to pass without entering our protest against sending out each year from the five normal schools of the state graduates of the elementary course with the meager acquirements which the short time and the hurried work must give them. We favor the entire abolition of the two-years' course, the throwing of the preparatory work upon other schools and more flexibility, more strength and greater breadth in the full four-years' course. We are satisfied that the present agitation of this question in the Wisconsin Journal of Education is wise and should be heeded, and that the only logical outcome thereof is the adoption of some very radical changes

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*Reports of Boards of Visitors.*

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in the courses of study. We wish to see the normal diploma stand for culture, for scholarship and for professional training in a much broader and more liberal sense of all those terms than it now does.

We feel that we ought not to close this report without making public acknowledgment of the kindness and courtesy with which we were received, the freedom which was granted us and the pleasant social relations which were so soon established.

Respectfully submitted,

C. H. SYLVESTER

I. N. STEWART.

S. Y. GILLAN.

Committee.

June 3, 1892.

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HON. O. E. WELLS,

*State Superintendent, Madison, Wis.*

DEAR SIR:—In the report of your committee forwarded before the receipt of yours of June 20th, I think we covered the ground of your queries in a sufficiently emphatic manner except as to the matter raised in the second paragraph from the end of the first page. In regard to that I can only voice my own opinions which are most decidedly favorable to the greatest possible latitude to the individuality of the pupil and a generous recognition of work he has done, no matter where he has done it nor whether it is a study of a necessarily narrow curriculum such as the pressure of narrow means seems to entail upon Wisconsin schools. I should like to see a specialist recognized as a specialist by an appropriate diploma from our normal schools, and most certainly think that the value of all diplomas from such institutions will be increased when there is some distinctive recognition of the specific capabilities of the individual graduates. In nothing that I have said is there any idea of the lessening of scholarship or any advocacy of a

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*Oshkosh School.*

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specialization before a good sound basis has been laid in general culture.

C. H. SYLVESTER.

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OSHKOSH SCHOOL.

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HON. O. E. WELLS,

*State Superintendent.*

Your committee has had the pleasure of visiting the State Normal School at Oshkosh; two of the members, Miss Huff and Mr. Burke, having made three visits each, spending nine and six days, respectively, in the school, the other member, Mr. North, two visits covering eleven days, and to the extent of our ability have given a very thorough inspection, examining every department from the kindergarten up.

The state of Wisconsin has reason for congratulation that it has a normal school in which so large a portion of its teachers are so eminently fitted for the duties to which they have been called, and so zealous and conscientious in their performance. With no intention of being invidious, we beg in a special manner to mention the names of the president, Mr. Albee, and Miss Swart, the supervisor of practice.

We had expected much from the model department, but our expectations were far more than realized. The thoroughness of the work done here we have tested in the severest manner and found it *real*, and from the primary to the highest grade giving the most satisfactory evidence of true intellectual culture. The happy relation existing between teachers and pupils, the cheerful acceptance and faithful performance of the work assigned was pleasant to behold. Were we to say anything having the appearance of adverse criticism, it would be that some of the more nervous and intellectually active might in the long run be better off were the school term shortened to them, and their too active brains permitted to estivate.

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*Reports of Boards of Visitors.*

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We gave equal attention to the preparatory department, and here we found the work done by the teachers equally faithful, but being done under certain difficulties, bringing forth not equally beautiful fruit. We found that not a few of these students were deficient in the knowledge of those fundamental branches which every common school ought to give, and without which they cannot profitably receive the instruction which it is the function of a normal school to supply.

We cannot help adverting to the crowded condition of the school and the need of some provision for the ever-increasing attendance. The rooms in the basement where the kindergarten and some other primary work is being done are prison-like, ill-lighted and we presume poorly ventilated. In our judgment the children there taught would be better off with abundance of sunlight and pure air minus the teaching, than with the teaching minus the other.

This question of increased accommodation may be affected by the consideration of the question, how far certain work now done in this and like institutions may be done with great profit, both to the normal schools and the schools tributary thereto by the latter, viz., the common schools and the high schools of the state.

The students in the Oshkosh Normal School who pass with credit from the model department are well fitted to take up the normal work proper. These scholars, with such others from abroad as possess equivalent knowledge and discipline, would make the subsequent normal work rapid, harmonious and sure. Furthermore, the common schools of the state ought to be competent to send out such a class, *a fortiori* should the high schools, and it is a grave question, demanding the most serious consideration of all friends of popular education, how far the action of the normal authorities is justified in this easy admittance to these schools.

It seems to us that the well-being of the common schools—wherein so large a percentage of the children of the state get

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*Oshkosh School.*

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their only book and school knowledge and discipline, is the "raison d'être" of the normal schools, and in considering their working, their reflex as well as their direct influence on the common schools deserves consideration. By admitting to the normal school candidates deficient in the fundamental studies—and by this term we understand those branches, a fair knowledge of which is essential to the practical business of life as well as to the successful pursuit of the so-called higher branches—the normal school is hindered in its proper work and at the same time becomes directly injurious to the tributary schools by seeming to authorize among them faulty, slipshod, haphazard work and thus so far frustrating the very end of these otherwise invaluable institutions. We may be pardoned for quoting the truism "That for intellectual culture—the great end of education—a few studies well mastered is greatly to be preferred to a much larger number where the facts and their logical relations are seen as objects in a hazy atmosphere, and the scholars are left in the condition of the blind man just restored to sight, 'see men as trees walking.'"

When normal schools were first planted in Wisconsin, the admittance of such a class of students was perhaps warranted; but now with scores of high schools throughout the state this appears to be a questionable course, and if the rejection of such ill-prepared candidates and the remitting of them back to their home schools for better instruction in these branches should for a time lessen the attendance at the normal, and should compel our state high schools to be less ambitious to extend the range of their curriculum to be and more careful to do their work well, their students would be better taught and the state better served.

In regard to the question in your circular of June 29th—"I should be pleased also to receive counsel upon the feasibility and advisability of allowing some choice of studies, crediting equivalents and permitting concentration of effort in chosen lines, producing trained specialists who should receive a di-



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ploma of the same force and effect as that given to the graduates of the regular course"—we would say that to the student giving satisfactory proof of a thorough knowledge of the English language, to the extent of being able to express thought in clear, forcible and idiomatic English, and to be able to gather the thoughts of others so expressed, and also of a thorough knowledge of the following subjects, viz.: arithmetic, both abstract and analytical; U. S. and English history; geography, mathematical, physical and political; plane geometry and algebra, in the interests of thorough knowledge and efficient teaching, the idea suggested in the above quotation meets our hearty approval.

In conclusion, we would say that notwithstanding our inspection of the school might have appeared somewhat inquisitorial, we gladly bear witness to the cordial and courteous reception granted us by the students and the faculty, both affording us the fullest opportunity to ascertain the true status of the school, to the excellence of which as a whole we again give our testimony.

A. F. NORTH,

LILLIAN HUFF,

JOHN F. BURKE, *Chairman.*

DATED JULY 11, 1892.

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MILWAUKEE SCHOOL.

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HON. O. E. WELLS,

*State Superintendent.*

The committee appointed by you to visit the Milwaukee Normal School respectfully submit the following report:

The several members of the committee visited the school at different times during the year as they had opportunity, and on comparing their impressions, unite in the opinion that the school is doing for the pupils in attendance most valuable work,

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*Milwaukee School.*

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and that which should be profitable to them and to the state when they take on themselves the responsibilities of teachers in our public schools. It is not possible in the brief space of this report to mention all the things worthy of notice in so complex an organization, embracing so many individuals from kindergarten to college grades. Yet the alertness and freedom in recitation, the readiness to give and take suggestions exhibited in some classes, whether due to the skill of the individual teacher or to the general influence of the school, are in either case very satisfactory and deserving of favorable comment. For the teacher to direct the work of the class as a leader rather than through the force of authority seems in a normal school dealing with teachers and those about to become teachers, very appropriate and desirable.

The easy use of our language, the apparent fluency and readiness of speech manifested in some of the higher classes was such as might be expected of advanced students, but is not always found.

Conference with different members of the faculty brings out the fact that the requirements of the present course of study have not been found altogether satisfactory or easy of adjustment. Nor is the reason for this far to seek.

The most casual observer cannot fail to note the serious inequalities in age and maturity evident in all the classes. There are present young women graduates of high schools at the age of seventeen or younger, while the average age at entrance of the young men in one class is over twenty-three years. It is clear that in the more difficult advanced studies, demanding some maturity of reasoning powers, particularly in the serious professional studies which should mark an upper course in a normal school, the younger members are at a certain disadvantage; and the work adapted to their needs might not be demanded of the older members of the class. Inquiry also develops the fact that the young men naturally look forward to service as principals and superintendents; some of the young women to posi-

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tions as assistants in the high schools; while a large proportion expect to teach in the grades of city or village schools. Some of the former class have had considerable experience as teachers, many of the younger students none at all. That all these students of such different antecedents and purposes, should be subjected to the same course of study under the same limitations of time and attainment, subject only to such slight variations as teachers might make in individual cases, does not seem, to your committee desirable or necessary.

The degree of culture, and breadth of knowledge requisite for a high school principal, however *desirable* it may be, cannot be said to be as necessary for one who is to teach in some of the lower grades, nor will the same branches be taught in the same way. The plan that compels all students to do all the work provided for any one, reaches its natural outcome in giving eight or ten weeks only to each of the several branches of natural science, enough to give hardly a smattering of the subject to some, and to others an absurdly inadequate preparation. The same may be true in a measure of work in civics and in general history.

Your committee are led therefore to suggest for consideration whether the time has not come to expand the work and plan and equipment of the normal schools so as to permit a differentiation of the work according to the purposes and preparation of the student.

It would seem that the attempt to fit teachers for all grades of schools from the lowest to the highest by a single course of study, unvarying in its requirements, would as naturally tend to lower the standard for the highest grade as to raise the standard of the lower. It would also appear that if any student at the normal school now secures *special* preparation for any line of work, as history or language or science, it is in spite of the requirements of the school rather than because of the opportunities afforded. Is it not possible to devise under such limitations as the wisdom of the board may provide, some system

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*Milwaukee School.*

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of options or equivalents which will permit students to narrow their field of work somewhat for the sake of more thorough preparation along definite lines? The standard of attainment should not be lowered, and the options should be of full equivalents. The increasing demand from the growing high schools of the state for normal teachers who have made special preparation for teaching certain branches, seems to warrant greater freedom of substitution in providing courses of study adapted to various needs. Neither culture, nor breadth of view, nor comprehensive grasp can come from a few weeks devoted to such a topic as general history. The very statement imports a meager text, and broad generalizations resting upon slight array of facts, with very probable omission of the later history of our own times necessary to give life to the whole.

Your committee, therefore, with all deference for the wisdom that planned and set in operation the present scheme of work, with an appreciation of the difficulty and delicacy of the task, still feel that a revision of the course of study which shall enrich and broaden it, and bring greater freedom to the management of the school, and permit some students under the competent direction of the faculty to pursue certain chosen studies more exhaustively even at the expense of the entire omission of others, will enable the Milwaukee Normal to adapt its work more easily to the demands made upon it, and hence to serve more effectively the present needs of the schools of the state.

T. B. PRAY.

C. E. PATZER.

ROSAMOND FOLLETT.

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*Reports of Boards of Visitors.*

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WHITEWATER SCHOOL.

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HON. O. E. WELLS,

*State Superintendent.*

The visiting committee of the Whitewater Normal School respectfully report that each member made two visits to the school; the first during the winter, and the second in June. It was found inconvenient to appoint a time at which all could be present, but the last visit was made at the same time by two members and shortly after by the third.

The visitor receives pleasant impressions of the school from the first. The beauty of the location, together with the excellently kept grounds and buildings, cannot fail to be an object lesson of great educational value to the students, training them almost unconsciously to a proper appreciation of the worth of pleasant surroundings in forming the habits and character of young people. No feature of school life impresses itself more strongly upon the mind of the child than the general appearance of the school room, and it should be a part of the training of teachers to lead them to a proper estimate of the value of such impressions. It is a source of gratification to your committee to be able to speak very highly of the efforts made in this direction at the Whitewater Normal. Some of the rooms of the older part of the building, especially those not having a great deal of light, appear somewhat gloomy owing to the dark finish of the woodwork. If these were refinished in light colors it would add greatly to their cheerfulness.

At the time of our first visit some difficulty was being experienced in regulating the heating and ventilation. This was due, no doubt, to the fact that a large part of the apparatus was new, and there will probably be no trouble in the future.

Although at present the building with its recent additions affords sufficient room and is a model of its kind, yet, if the school continues to increase in numbers at the same rate as

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*Whitewater Schools.*

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last year, it will soon be overcrowded. In that case either the facilities must be increased or some of the work now being done must be dropped. With as large a number of normal students proper as Whitewater now has, the advisability of continuing the preparatory department may be seriously questioned. While it may have some value in the preparation of teachers for district schools, yet, with the abundant provision now made by the state for the maintenance of high schools, it seems as if this preparatory work may well be left to them, leaving the normal a needed opportunity of increasing its usefulness in other directions. It might then be possible, if thought advisable, to provide for additional work in some studies, as Latin and chemistry for instance, in which the course is weak. Students could then fit themselves to supply the very common call from high schools for teachers able to do effective work in special subjects. This question of overcrowding is certainly becoming a serious one in the Whitewater Normal, and, in the opinion of your committee, the state should not be called upon to provide additional facilities simply for elementary work which is already so well provided for in other ways. The call for specialists in high schools must be met, and the normal schools can meet it only by allowing a choice of studies and more extended work in chosen lines. If this cannot be done and retain the preparatory then the preparatory should be dropped.

One of the decided features of the school is the new gymnasium. The great value of the gymnastic exercises is unquestionable, not only as a means of improving the students physically, but also in giving instruction in and familiarity with a class of exercises which can be successfully used under the conditions of even a district school.

In lower departments of graded schools especially, no study unless it be that of vocal music, is of more value as a means of training in habits of attention than a course of these simple exercises under the inspiration of a teacher in sympathy with

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*Reports of Boards of Visitore.*

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the work. President Salisbury is particularly fortunate in having so efficient a teacher as Miss Salisbury to aid him in carrying out his ideas in this work. The physical appearance of her pupils, their close attention and evident pleasure in the exercises are evidence of her success.

The work in music, under the guidance of Mrs. Knapp, appeared to be very well done. One evidence of the success of her scheme is that the pupils, young and old, with very few exceptions, *delight* to read music, and take a part in all the singing exercises. Even the primary and intermediate pupils have acquired great proficiency in singing by note.

The class work upon the upper floor was vigorous, showing the continuity of work and strength of scholarship characteristic of our well managed normal schools.

Your committee suggest that there be more extensive use made of the manual training department. The work done seems to indicate that while much has been accomplished, much more can be done to the telling advantage of the students; and that its main objects, viz.: development of the creative powers, and training in habits of accuracy, observation, judgment and industry should not only be incorporated into the education of those intending to teach, but the teachers should be educated so as to impart much of this instruction into the schools they take charge of.

One difficulty presented itself forcibly in connection with the normal school work. It grows out of the fact that these schools are necessarily academies as well as training schools. Much of the instruction is of a higher grade than can be given in common and most high schools, and many of the methods cannot be used by the students in their subsequent work as teachers. It is, in our opinion, due to this fact that superintendents are often obliged to report that many of their normal teachers are almost failures during their first years of teaching. While, of course, our visit was too short to be able to speak positively as to the general work of any teacher, yet it seemed to us that

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*Whitewater School.*

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some of the teachers were intent mainly on the academic side of the work, and were giving too little attention to the preparation of the students for teaching under quite different conditions from those existing in the normal. We found the methods used uniformly excellent for this advanced work, and we do not criticise them; but frequent explanations should be given of how topics should be taught in lower schools. We found some of the teachers doing much of this explanatory work, and, doubtless, we should have seen much more in a longer visit.

It was suggested by one member of the committee that the value of the model departments would be much increased by the addition of another teacher. The students would then be able to do more observation and less of practice work. Observation under the direction of an experienced teacher with thorough questioning afterward would, it is believed, give better results than so much mere practice work.

We desire to express our great satisfaction at the general interest, conduct, and character of the work of all connected with the school, and we wish to thank all for the courteous treatment and great assistance extended to us during our visits.

H. L. TERRY,  
W. L. MORRISON,  
JENNIE GOODRICH



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*University of Wisconsin.*

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## THE UNIVERSITY.

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A tidal wave of enthusiasm for higher education has swept the country during the past five years. The increase in the attendance at colleges and universities since 1887, is probably not paralleled in any equal period in modern times. It affords the state superintendent much satisfaction to be able to report that the university of Wisconsin has shared in no inconsiderable degree in this revival of learning.

In September, 1892, letters were addressed to the presidents of various institutions requesting the total enrollment of students for the years 1881, 1886, 1891 in, first, the collegiate department; second, in all departments. The statistics of attendance are given below. The universities of Minnesota, Indiana, Cornell and Columbia College interpreted the question to mean the years 1880-81, the others the years 1881-82, and correspondingly for the other period. The most noteworthy feature is the slight increase, in three cases a decrease, during the first five years of the decade as compared with the extraordinary growth of the last five years.

The Universities of Minnesota, Indiana, Cornell and Columbia College interpreted the question to mean the years 1880-81; the others the years 1881-82, and correspondingly for the other periods.

*University of Wisconsin.*

	1881-2	1886-7	1891-2	First five years.		In-crease for second five years.
				In-crease.	De-crease	
<b>University of Michigan—</b>						
Collegiate students (4 year courses) . . .	513	693	1,325	180		632
In all other departments . . . . .	1,021	879	1,367	...	142	488
<b>Totals . . . . .</b>	<b>1,534</b>	<b>1,572</b>	<b>2,692</b>	<b>38</b>		<b>1,120</b>
<b>University of Minnesota—</b>						
Collegiate students (4 year courses) . . .	177	157	643		20	496
In all other departments . . . . .	94	249	540	155	...	291
<b>Totals . . . . .</b>	<b>271</b>	<b>406</b>	<b>1,183</b>	<b>133</b>		<b>777</b>
<b>University of Indiana—</b>						
Collegiate students (1 year courses) . . .	189	202	394	13		192
In all other departments . . . . .	160	10	...	...	89	...
<b>Totals . . . . .</b>	<b>358</b>	<b>282</b>	<b>394</b>	<b>...</b>	<b>76</b>	<b>112</b>
<b>University of Iowa—</b>						
Collegiate students (4 year courses) . . .	218	230	866	12		196
In all other departments . . . . .	345	274	562	...	71	288
<b>Totals . . . . .</b>	<b>563</b>	<b>504</b>	<b>923</b>	<b>...</b>	<b>59</b>	<b>484</b>
<b>Ohio Wesleyan University—</b>						
Collegiate students (1 year courses) . . .	287	336	531	49		195
In all other departments . . . . .	385	494	636	109	...	192
<b>Totals . . . . .</b>	<b>672</b>	<b>830</b>	<b>1,217</b>	<b>158</b>		<b>387</b>
<b>University of Wisconsin—</b>						
Collegiate students (4 year courses) . . .	314	334	548	20		214
In all other departments . . . . .	87	205	544	118	...	339
<b>Totals . . . . .</b>	<b>401</b>	<b>539</b>	<b>1,092</b>	<b>138</b>		<b>553</b>
<b>Harvard University—</b>						
Collegiate students (4 year courses) . . .	857	1,077	1,456	220		379
In all other departments . . . . .	525	611	1,202	86	...	591
<b>Totals . . . . .</b>	<b>1,382</b>	<b>1,688</b>	<b>2,658</b>	<b>306</b>		<b>970</b>
<b>Yale University—</b>						
Collegiate students (4 year courses) . . .	601	570	888		31	318
In all other departments . . . . .	436	564	896	123	...	332
<b>Totals . . . . .</b>	<b>1,037</b>	<b>1,134</b>	<b>1,784</b>	<b>97</b>		<b>650</b>
<b>Columbia College—</b>						
Collegiate students (4 year courses) . . .	286	247	280	...	39	33
In all other departments . . . . .	1,279	1,155	1,476	...	124	321
<b>Totals . . . . .</b>	<b>1,565</b>	<b>1,402</b>	<b>1,756</b>	<b>...</b>	<b>163</b>	<b>354</b>
<b>Cornell University—</b>						
Collegiate students (4 year courses) . . .	145	242	398	97	...	156
In all other departments . . . . .	239	587	1,091	348	...	104
<b>Totals . . . . .</b>	<b>384</b>	<b>829</b>	<b>1,499</b>	<b>445</b>		<b>660</b>

*University of Wisconsin.*

	1881-2	1886-7	1891-2	First five years.		In-crease for second five years.
				In-crease.	De-crease.	
<i>Princeton College—</i>						
Collegiate students (4 year courses) ...	435	416	868	....	19	457
In all other departments .....	53	81	112	28	....	31
Totals.....	488	497	980	9	...	488
<i>University of Pennsylvania—</i>						
Collegiate student- (4 year courses) ....	335	375	563	40	....	190
In all other departments .....	669	720	1,208	51	....	488
Totals.....	1,004	1,095	1,773	91	..	678

A just comparison between the universities and colleges would require an analysis of the totals of enrollment. <sup>1</sup> In the university of Wisconsin less than one-half of those enrolled are classified in the regular four year courses.

The following table shows the number of students—men and women—registered in the state university, during the scholastic years 1891-2, (a), number in four year courses, (b), number in two year courses; (c), number in twelve week courses and (d), number of unclassified students:

COURSES OF STUDY.	4-year Courses.		2-year courses.		12 week courses.		Unclassified and specials.	
	Men.	Women	Men.	Women	Men.	Women	Men.	Women
Ancient Classical .....	38	11	.....	.....	.....	.....	.....	.....
Modern Classical .....	35	62	.....	.....	.....	.....	.....	.....
General Science .....	59	18	.....	.....	.....	.....	.....	.....
English .....	89	48	.....	.....	.....	.....	.....	.....
Mechanical Engineering .....	42	.....	.....	.....	.....	.....	.....	.....
Civil Engineering .....	41	.....	.....	.....	.....	.....	.....	.....
Mining Engineering .....	.....	.....	.....	.....	.....	.....	.....	.....
Metallurgical Engineering .....	.....	.....	.....	.....	.....	.....	.....	.....
Electrical Engineering .....	32	.....	.....	.....	.....	.....	.....	.....
Railway Engineering .....	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural (long course) .....	3	.....	.....	.....	.....	.....	.....	.....
Agricultural (short course) .....	.....	.....	.....	.....	45	.....	.....	.....
Dairy .....	.....	.....	.....	.....	100	.....	.....	.....
Law .....	.....	.....	125	1	.....	.....	.....	.....
Pharmacy .....	.....	.....	59	4	.....	.....	.....	.....
Fellows .....	.....	.....	.....	.....	.....	.....	7	2
Resident Graduates .....	.....	.....	.....	.....	.....	.....	11	2
Candidates for Second Degree .....	.....	.....	.....	.....	.....	.....	25	15
Unclassified .....	.....	.....	.....	.....	.....	.....	145	73
Totals.....	339	139	184	5	145	.....	188	93

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Number of men .....	858
Number of women.....	236
Total number registered during 1891-92 .....	1,092
The number in the 4-year courses was .....	478
The number in the 2-year courses was .....	189
The number in the 12-week courses was .....	145
Fellows, resident graduates and students <i>in absentia</i> .....	62
Unclassified.....	218

The four year courses embraced 44 per cent. of the whole number; 56 per cent. were in courses ranging from twelve weeks to two years or were unclassified.

No catalogues were received from Columbia College and the Iowa State University. Ohio Wesleyan has no "specials." The catalogues of the other institutions show an enrollment of "special" students as follows:

University of Michigan.....	215
University of Minnesota.....	145
(Not including 19 in surgery, medicine, etc.)	
University of Indiana.....	43
University of Wisconsin.....	218
Harvard.....	239
(Not including 71 in law, divinity and veterinary medicine, 310 in all departments.)	
Yale.....	220
Cornell.....	69
Princeton.....	86
University of Pennsylvania.....	211

The percentage of "special" students to collegiate students, fractions omitted, is as follows:

University of Michigan, sixteen; Minnesota, twenty-two; Wisconsin, forty; Harvard, sixteen; Yale, twenty-four; Cornell, seventeen; Princeton, eleven; Pennsylvania, thirty-seven.

The criticism of the board of visitors in June, 1891, upon the presence of so large a proportion of special students is so discriminating, just and moderate as to merit the thoughtful study of every friend of the university. The full report follows this discussion and contains other valuable suggestions.

The plan of accrediting high schools and academies so that their graduates should be admitted without examination has had considerable influence in bringing students to the univer-

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sity. By the close of the academic year 1886-7, thirty-three high schools, mainly in the largest cities of the state, had been thus accredited. Their influence controlled the others and soon almost every high school at all capable of doing preparatory work was upon this list. Rivalry among the schools as to the number of graduates entered and the awakening of a college spirit in these schools has had a wholesome influence upon them.

The policy of the late administration was outlined in the declaration, "If the boys will not come to the University, we must take the University to the boys." The University was to be taken to the boys by reducing the requirements for admission. Accordingly an English course was prepared apparently to admit those high school graduates who were not qualified to enter any previously prepared course. At the beginning of the present biennial period there was under consideration the preparation of a still lower course which should admit students directly from the country schools. It is not thought that such a policy can result in permanent good to the University. The worth of a school is commensurate with its contributions to wide and accurate scholarship. If increased numbers could be secured by relaxing the standard of scholarship the change would be disastrous both to the University and its students. The fact that students of fair ability, fairly prepared have in four years taken two of the best diplomas the university grants speaks volumes for the requirement both before and after admission. It is the universal testimony of men that lowering the terms of admission does not in the long run increase attendance. On the contrary rigid enforcement of strong requirements attracts and holds capable students. A high-minded, ambitious person glories in achievement, conquest, not in unearned honors. The students who are worth having seek the universities whose diplomas are worth having.

There is no method of commending a university so effectively as that of sending out scholarly, studious grad-

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uates and students. Their testimony as to the capacity and efficiency of the instructional force and the opportunities offered outweighs the promises and statements of circulars. The following striking words of a well-known professor in one of the colleges heretofore mentioned deserves attention:

"I have heard it argued that it is a great misfortune that the boys should be contented with a high school education, and should not care to go to college; also that something should be done to persuade them to seek a college education. I do not so argue. A college or high school ought to stand on its own footing as a blessing to anybody who can get its advantages, and its advantages ought to be so obvious and specific that they should advertise themselves. If a college does not offer such advantages that anyone who can may gladly seize them, then the young men may better not enter it. If especial inducements are necessary to persuade men to go to college, then the condemnation of the college is pronounced. It has no reason to exist."

Three causes seem to have contributed to the growth of the university. First, and most important of all, great material prosperity, enabling parents to educate their children. Second, a general educational awakening in which Wisconsin has shared. Third, the system of accredited schools.

It is pleasing to note that the wave of popular enthusiasm for higher education has not yet spent its force. The registration for the current year, as shown by the directory, is 1,021, which is one hundred and seventy-five more than the number given by the same authority last year. The university of Michigan had at the same time an enrollment of nearly or quite 3,000. Reports from other institutions show a similar increase.

The same institutions named above were asked to report by groups or classes the salaries paid the instructional force. A few private schools, notably Yale and Princeton, declined to give the information. The diversity of statement in report-

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ing the statistics renders a compact tabulation difficult. At the sacrifice of convenience of reference, it seems best to give each by itself that no injustice may be done to any through condensation or abridgement.

## UNIVERSITY OF MICHIGAN.

*Salaries Paid.*

President receives house and .....	\$5,000
Professors receive.....	2,000 to 2,500
(According to term of service.)	
Dean of Literary department receives $\$2,500 + \$300 =$ .....	2,800
Dean of Law department receives $\$2,000 + \$300 =$ .....	2,300
Dean of Homeopathic department receives $\$2,000 + \$200$ .....	2,200
Dean of Dental department receives $\$2,000 + \$200 =$ .....	2,200
6 professors receive.....	2,500
3 professors receive....	2,400
1 professor receives.....	2,300
16 professors receive.....	2,200
12 professors receive.....	2,000
1 professor receives...	1,600
1 assistant professor receives.....	2,100
13 assistant professors receive.....	1,600
24 instructors receive.....	900

Since the opening of the present school year the salaries of full professors in the literary department have been raised from \$200 to \$500 each, and the salary of the president \$1,000.

## UNIVERSITY OF MINNESOTA.

*Salaries Paid.*

President receives.....	\$6,000
Dean of Law department receives.....	2,500
(Gives all his time.)	
Dean of Medical department receives.....	2,500
(Does not give all his time.)	
Director of experiment station.....	2,700
Professors of long standing ..	2,400
Professors of recent appointment.....	1,500 to 2,200
Instructors receive from.....	700 to 1,400
10 professors receive, each.....	2,400
1 professor receives.....	2,900
(On account of special work in library.)	

*University of Wisconsin.***Medical Department:—**

3 professors receive, each.....\$1,800

1 professor receives..... 1,200

The rest of the salaried professors do not receive more than \$800 each,  
and some not more than \$400.

**UNIVERSITY OF INDIANA.***Salaries Paid.*

President receives..... \$4,000

1 dean receives..... 2,500

Professors receive from..... 1,500 to 2,000

Associates receive from..... 800 to 1,200

Instructors receive from..... 400 to 700

**UNIVERSITY OF IOWA.***Officers' Salaries.*

President receives..... \$5,000

Secretary receives..... 2,000

Librarian receives..... 1,200

Treasurer receives..... 800

Secretary's clerk receives..... 500

Stenographer receives..... 325

Assistant librarian receives..... 300

**Collegiate Department —**

1 professor receives..... \$3,000

4 professors receive..... 2,220

2 professors receive..... 2,000

7 professors receive..... 1,800

1 assistant professor receives..... 1,500

1 assistant professor receives..... 1,200

1 assistant professor receives..... 1,000

5 instructors receive .. 900

1 instructor receives..... 700

1 instructor receives..... 600

1 instructor receives..... 450

1 instructor receives..... 400

2 instructors receive..... 300

**Law Department—**

1 chancellor receives..... 3,250

2 professors receive..... 2,000

1 assistant professor receives..... 1,200



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1 librarian receives .....	\$300
2 lecturers receive .....	200
2 lecturers receive .....	100
<b>Medical Department—</b>	
7 professors receive .....	950
1 professor receives .....	350
2 associate professors receive .....	775
8 demonstrators receive .....	600 to 100
<b>Homeopathic Medical Department—</b>	
1 dean receives .....	\$1,100
2 professors receive .....	950
1 professor receives .....	535
1 professor receives .....	200
<b>Dental Department—</b>	
1 dean receives .....	2,500
2 professors receive .....	1,200
1 demonstrator receives ..	600
1 lecturer receives .....	450
2 lecturers receive .....	300
2 lecturers receive .....	100
<b>Pharmacy Department—</b>	
1 dean receives .....	2,000

## OHIO WESLEYAN UNIVERSITY.

*Salaries paid.*

President receives .....	\$4,000
Vice-president receives .....	2,000
Regular professors receive .....	1,600
Tutors receive .....	700

## UNIVERSITY OF WISCONSIN.

*Salaries paid.*

<b>College of Letters—</b>	
President receives house and .....	\$7,000
Vice president receives .....	3,000
1 dean receives .....	3,000
1 professor receives .....	3,500
10 professors receive .....	2,500
2 professors receive .....	2,200
3 professors receive .....	2,000
1 professor receives .....	1,666
	... (two-thirds)

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1 professor receives .....	\$1,500
1 professor receives .....(one half)	1,250
2 assistant professors receive .....	1,500
2 assistant professors receive .....	1,500
1 assistant professor receives .....	1,400
1 assistant professor receives .....	1,300
1 assistant professor receives .....	1,200
3 instructors receive .....	1,200
6 instructors receive .....	1,000
3 instructors receive .....	800
1 assistant instructor receives .....	800
1 assistant instructor receives .....	700
1 assistant instructor receives .....	600
1 librarian receives .....	1,200
1 assistant librarian receives .....	600
8 fellows receive each .....	400
Library help .....	150
<b>College of Law—</b>	
1 dean receives .....	3,500
1 professor receives .....	1,824
3 professors receive .....	912
Special lecturers .....	300
<b>School of Pharmacy—</b>	
1 professor receives .....	2,000
1 professor receives .....	1,000
1 assistant professor receives .....	400
<b>Agricultural College—</b>	
1 dean receives .....	3,500
(and residence, with liberal perquisites.)	
1 professor receives .....	2,500
2 professors receive .....	2,200
1 director of institutes receives .....	2,200
1 professor receives .....	1,500
1 assistant professor ..	1,400
1 instructor receives .....	600
<b>Washburn Observatory—</b>	
1 professor receives .....	3,000
1 assistant professor receives .....	1,200
1 assistant receives ..	360
<b>College of Mechanics and Engineering—</b>	
3 professors receive .....	2,500
2 professors receive .....	2,000

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1 professor receives .....	\$1,800
1 professor receives .....	(one-half) 1,250
1 professor receives .....	1,200
1 professor receives .....	1,000
Total .....	\$135,236 66

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 HARVARD UNIVERSITY.
 

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*Salaries paid.*

President, house and .....	\$8,000
Dean of law school receives .....	500
(In addition to salary as professor.)	
Professors receive from .....	3,500 to 5,000
(According to department and length of service.)	
Highest salary in Harvard College is .....	4,500
Highest salary in Medical School is .....	3,500
Highest salary in Law School is .....	5,000
Assistant professors receive a year .....	2,000
(A year first term of five years.)	
Assistant professors receive a year .....	3,000
(A year second term of five years.)	
Tutors receive room and .....	1,000
Instructors receive from .....	5,000 to 2,000
Assistants receive from .....	250 to 500

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 COLUMBIA COLLEGE.
 

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President receives .....	\$8,000
2 deans receive ..	1,000
5 deans without salary.	
17 professors receive .....	7,500
4 professors receive .....	6,000
11 professors receive ..	5,000
4 professors receive .....	4,000
11 professors receive .....	3,000
15 professors receive .....	2,500
6 professors receive .....	1,000

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 CORNELL UNIVERSITY.
 

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*Salaries Paid.*

Professors receive from .....	\$3,000 to 4,000
Associate professors receive from .....	2,000 to 2,500
Assistant professors receive from .....	1,400 to 1,800
Instructors receive .....	1,000
Assistants receive .....	500

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Deans and directors in some cases receive an extra salary, but with one exception there is no professor, dean or director in the university, who receives more than \$4,000.

## UNIVERSITY OF PENNSYLVANIA.

*Salaries Paid.*

1 professor receives.....	\$4,000
1 professor receives.....	3,600
1 professor receives.....	3,250
5 professors receive.....	3,000
4 professors receive.....	2,500
3 professors receive.....	2,250
4 professors receive.....	2,000
1 professor receives.....	1,800
2 professors receive.....	1,750
2 professors receive.....	1,400
2 professors receive.....	1,200
1 professor receives.....	1,000
3 assistants and instructors receive.....	1,200
6 assistants and instructors receive.....	1,000
1 assistant and instructor receives.....	800
3 assistants and instructors receive.....	750
1 assistant and instructor receives.....	600
3 assistants and instructors receive.....	500

In medical, law, dental and veterinary schools the salaries depend upon the receipts. In the medical school they average from \$2,000 to \$5,000, the others much less.

Each department has a dean who is also a professor and receives \$500 in addition to his other salary—except the dean of the college who receives \$1,500 as professor, and \$1,800 additional as dean.

In the matter of salaries the University of Wisconsin bears favorable comparison with the best institutions in the land. The wise suggestion of the board of visitors regarding the payment of better salaries loses something of its force in the light of this comparison. The influence of two new western universities has forced a rapid increase in salaries in all similar schools, yet no institution can afford to compete with the

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attractions of certain positions. Headship in Lick observatory or the great botanical gardens at St. Louis will deplete the corps of the best colleges regardless of compensation. Granting this, it is still true that a school which affords opportunity for a reputation for wide and accurate scholarship and successful teaching will have little difficulty in holding good teachers at fair salaries.

The course of salaries in recent years is indicated by the following table showing the amount appropriated by the board at the annual meeting. The amount actually expended always exceeds this sum because of subsequent appropriations to meet exigencies which cannot be foreseen.

June, 1886.....	\$53,950.00
1887.....	68,500.00
1888.....	86,960.00
1889.....	94,786.00
1890.....	91,382.32
1891.....	123,876.66
1892.....	135,236.66

Some changes in the business methods of the board of regents are necessary. The most important are full publicity of proceedings, and a yea and nay vote, recorded, upon all appropriations of money.

The university is a branch of the public service supported by public taxation, and the people are entitled to the fullest information regarding its business. In no other way can its affairs and its needs and purposes be so effectively made known. Reports and papers of great value are smothered in dark vaults, instead of going forth to win support for the university.

The board sits with closed doors and gives to the press only such meager reports of proceedings as it chooses. In marked contrast is the policy of the board of regents of the university of Michigan, which not only publishes its proceedings in full but welcomes the press reporters to all its meetings. Temporary necessity for secrecy is met by executive sessions or com-

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mittees of the whole. Thus frankly taking the people into their confidence they are met by a generous liberality in providing for the needs of the university.

Needless, if not foolish, expenditures would be obviated by putting each member upon record as supporting or opposing them. Appropriations are made which do not command the support of one-third of the members because no one is willing to incur odium by opposing them. A simple call of names would dispose of them without bringing obloquy upon any one.

The business of the board is transacted, practically, by the executive committee. This means that often a majority of a quorum of a small committee decides questions of the greatest moment. Since the annual expenditures now exceed a quarter of a million dollars it is a tremendous power wielded by a few men. The finance committee recently approved the account of the preceding year's business upon the report of a special accountant, not a member of the committee having any other personal knowledge of its correctness. The state superintendent being a member of that committee intends no reflection upon it, but cannot forbear the suggestion that is not a safe method of conducting public business. The funds of the university will increase, and ought materially to increase. Common prudence dictates that every proper safeguard should be adopted to insure the safe keeping and wise expenditure of these sacred funds. Some means should be devised to relieve the executive committee of a large portion of the business now committed to it, that all members may be made to bear their full share of responsibility in the administration of their great trust. Probably not more than three members have more than the barest outlines of the financial condition and resources of the university. None of them have any considerable knowledge of its real work as an institution of learning. To its great purpose to make cultured men and women of its students little attention is given. Their interest is too largely ab-

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scribed in the means, while the great end for which it all exists, is lost to sight.

Within the past two years a large and well equipped dairy building costing \$35,000 has been completed. A building for the college of law will be completed during the present school year at a cost of \$75,000. The foundation is already laid for an armory building which, when completed next year, will be the largest college gymnasium in America. Its cost will exceed \$100,000. The greatest present need of the university is an adequate library building. This cannot be constructed with credit to the university and to the state at a cost less than \$100,000. An appropriation ought to be made for this purpose and to provide means for supplying it with needed books at an early date. If a moderate expenditure would secure ample and accessible athletic grounds, an appropriation should be made for this purpose and the lower campus should be devoted to library uses. The university has already a magnificent equipment of buildings and appliances. It has, in the main, an able corps of instructors. No other institution in the state affords opportunities at all to be compared with it. It is justly the pride of the people of the state and merits their continued and most liberal support.

All branches of the public school service look to the university for guidance and inspiration. Only a small minority even of the graduates of the high schools will find their way to college or university halls. But the latter schools will set the standard, and, to some extent determine the character of the lower schools. The university is by far the most effective of the state's educational agencies, for begetting that love of sound learning which is the ultimate purpose of the schools. Its graduates go out as examples of the nobility and worth of higher culture. From the university should go the men and women who lead in public affairs. Their influence should be especially inspiring and salutary in the conduct of educational institutions. If the school be true to itself and to the gener-

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ous confidence and support of the people its alumni will become leaders in all educational movements.

In the normal and high schools their influence in awakening an appreciation of what is best in books, and in creating a hunger for the larger culture that the university offers will be priceless. It is evident that the worth of this work will not be enhanced by cheapening the price of a university diploma. Whatever may be the theory that imposes on the state the duty of teaching men the trade of butter making and pharmacy, while it refuses to teach them other trades, such as shoemaking and weaving, it is manifest that neither the cause, nor the appreciation of the worth of scholarship will be helped by "graduates" such as these. It is generally idle to contend with prevailing tendencies. Some multiplication of college courses was doubtless necessary to adapt them to the varying needs of students. It is demonstrable that some of them were made to satisfy the demands of those who sought the results of mental training without the continued and thoughtful study which is the price that God sets on learning. It is certain that the graduates of the university whose attainments are more meager in accuracy and breadth than those of the graduates of the high schools will add nothing to its power or reputation. Its character at home and its reputation abroad must always depend on the men and women who have pursued those collegiate courses that require sound and exact scholarship.

People obtain the diplomas of the schools as they purchase merchandise, at the smallest outlay possible; but they who acquire college honors with little scholastic merit seldom bear them meekly. They proclaim their acquired dignities from every tavern bush, and the character of the school is wont to be judged by the attainments of its shallowest representatives. The university provides an English course, apparently for the purpose of retaining students that are unprepared to enter courses that demand closer and more accurate study. Such a policy breaks down or vitiates the standard of scholar-



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ship required by preparatory schools, and sends out university graduates who lack every element of mental power that gives to college training its real worth. The university crowns the state educational system and ought to strengthen the hands of those who stand for sound learning. It can do this by requiring students to get their preparation for college courses in schools that will be benefited by their continued presence, by exalting the courses that require sound scholarship, and by building up libraries that stimulate and gratify the appetite for wide and accurate study.

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## REPORT OF THE BOARD OF REGENTS.

*To the Regents of the University of Wisconsin:*

The board of visitors for the collegiate year ending June 30, 1891, respectfully submit their report as follows:

A meeting of the board of visitors was held January 22, 1891, for the purpose of organization and the assignment of special work to committees. An adjourned meeting for consultation and inspection of class work was held February 4, 1891.

On the occasion of these meetings and at other times during the collegiate year, the several members have visited the university for the purpose of observing its routine work.

The board has observed with regret and apprehension the temptations constantly placed before the most valued members of the instructional force of the university, to leave its service for that of other institutions better able to make them an adequate compensation.

Recent events have emphasized the gravity of the situation, which demands prompt and positive treatment. The success of the university depends largely on the best possible use of the funds at its disposal, for in this as in all other enterprises, either directly or indirectly, money is the final factor which determines the result. We believe that the satisfactory solution of the difficulty is to be found in the application to the organization of the teaching force of the institution, the simple rules of any successful business.

If we are to have the best service we must be ready to pay its market value. If, as appears to be the case, the legislature cannot be induced to provide sufficient funds for doing well all the work which comes to the institution, that work

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should be cut down to just what is practicable for the best men to do in the best way.

We believe this policy will strengthen the university with the people, and through them with the legislature. A high standard in the quality of the work done in the legitimate sphere of university work will do more to popularize it as well as to make it in fact more useful, than any mere showing of numbers.

We instance the success of Johns Hopkins, in its special field as an illustration. There quality of real—not quantity of apparent—work, is the aim.

Our inspections of class work, as well as consultations with instructors, graduates and under graduates, together with a study of the organization and growth of the university, in comparison with neighboring institutions, convinces us that the first remedy to be applied is the thorough, practical application of the higher standard of admission outlined in the report of the president for the year 1889-90. But to be effective it must be far more strictly applied than the present standard has been.

In support of this view we note the fact that we find undoubted evidence of a lack of preparation for the profitable pursuit of the studies they are nominally attempting to pursue on the part of far too large a proportion of students.

With over ninety accredited preparatory schools named in the last catalogue, and the existence doubtless, of many other schools in the state, or sufficiently near to be in fact feeders to the university, equally competent to send up to the regular college courses, well prepared students, we find in the last freshman class one hundred and eighteen special or unclassified students in a class of two hundred and sixty-six. This includes as "regulars" forty-five in the "English course." This course appears to serve mainly the purpose of giving an apparent classification to students who are in fact outside of the courses recognized as the real basis of a liberal education.

We recognize the fact that there is in the university a legitimate place for a fair proportion of special students well prepared to do the work to which, for various causes—not to their discredit—they may wish to devote their time and energies, and we would give their work an adequate recognition by a system of certificates crediting them with the standing in any special study, to which they may prove their right by actual work accomplished.

But we submit that such a large proportion in the first year, unprepared, or unwilling for any cause, to take any course in the wide range offered them, indicates that many have no legiti-

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mate place in the university, but that they waste their own time, that of their instructors and fellow students, in pretending to try to do what is clearly beyond their powers. This view we find supported in the actual work of several classes. ;

We would naturally expect to find the legitimate special student in the higher classes, for obvious reasons.

In the last five years the per cent. of "specials" in the college of letters and science has increased from 35 per cent. to 53 per cent., or if the English course is included in the "specials," from 50 per cent. to 63 per cent. This tendency needs checking.

The number of "specials" to one hundred regular students in several institutions of about the same grade as ours shows a marked contrast. The ratios stated are between "specials" and all regular students who are pursuing literature, science and civil, mechanical and electrical engineering, as follows:

Illinois .....	4
Cornell.....	5
Harvard.....	12
Iowa.....	14
Michigan.....	19
Northwestern.....	26
Minnesota.....	27
Wisconsin.....	53

In Wisconsin now the proportion in classes as given in the last catalogue is:

Senior.....	2 to 100
Junior.....	27 to 100
Sophomore.....	64 to 100
Freshman.....	79 to 100

The gain in regular students in the college of letters and science during the last four years has been as follows: 45, 41, 18, 9. The net gain over last year is in the English course. The whole number of special students in this college is 331.

The university of Minnesota has 1,183 students; eight hundred and fifty are pursuing courses leading to degrees. The aggregate attendance is two hundred and sixteen (or 22 per cent.) more than in Wisconsin. The number pursuing such courses in Wisconsin is six hundred and fifty-six, Minnesota having 29 per cent. more.

If Wisconsin had an aggregate attendance as great as Minnesota in proportion to the population, we would have five hundred and sixty-five, or 58 per cent. more than we have.

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If Wisconsin had a number pursuing courses leading to degrees proportionate to the population of the state, as compared to Minnesota, there would be four hundred and fifty-four, or 70 per cent. more. Minnesota was organized in 1869; Wisconsin in 1849.

It certainly appears that the university of Minnesota has greater attractions.

The United States commissioner of education reports the number in the collegiate department of the University of Minnesota for 1887-8 as..... 260  
For Wisconsin..... 389

Wisconsin over Minnesota..... 129

From the catalogue of the University of Minnesota, issued early in the collegiate year 1890-91, the number in the collegiate departments was..... 369  
Our last catalogue shows..... 436  
An excess of sixty-seven. We have gained 12 per cent. while they have gained 42 per cent.

In support of our opinion that the number under nominal instruction is out of proportion to the teaching force, we note that in more than one department we find our professors undertaking to personally teach, or at least test the work of, over two hundred students in a single day and many classes of from seventy to one hundred members. In view of the fact that a maximum of twenty-five in a section under instruction at any one time, is generally recognized as proper, it would seem that the diligent student had no fair opportunity to receive the benefit of class instruction while the shirk had too ample opportunity to go through the course with an occasional lucky "stab," and a superficial cram for examination.

The injustice to the able and conscientious teacher is too apparent to require comment.

In West Point, with a world-wide reputation for thorough work, sections rarely exceed sixteen.

In our own institution per contra—in classes under professors having conspicuous lack of teaching ability, no matter how high their personal attainments may be, we find sections well under the West Point standard and departments steadily losing their ordinary proportion of students.

These facts are illustrated in the departments of psychology and Greek, though not confined to them. We are not disposed to take up the general question of the proper place of the classics in the college curriculum. We recognize the fact that they do not hold their former place, but it may safely be assumed that they are still an important factor in any truly liberal education. Greek is not only not holding its own in

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proportion to other departments, but is not holding it at all. On the contrary it bears a strange relative proportion to the whole number of students in the colleges of letters and science, and engineering, when compared with other neighboring institutions, subject to the same general influences. The percentage at Evanston is 36; in Michigan 25; in Minnesota 21, and in Wisconsin 10. In our state denominational colleges it runs from 23 to 60 per cent.

Our inspection of class work, and consultations with graduates, and under graduates leads us to believe that the instructional force lacks that strength and dignity which commends itself to students and leads them to seek the benefits of the course.

This remark applies to the department of psychology.

We repeat that no amount of personal attainments will compensate or excuse lack of teaching ability. The great danger of the freedom in electives is that it overloads the departments presided over by really able instructors, leaving others whose departments may be of equal importance, with not enough work to fairly interest them.

In short we believe that the institution can be strengthened in fact, and in popularity, by weeding out the students not fairly fitted for their work, thus permitting the present faculty to do justice to those who are prepared to receive their instruction to advantage. Next by strengthening departments notably deficient in teaching force. Giving better pay to heads of departments who have such conspicuous ability as leads them to be tempted to other better paying fields.

If necessary giving a larger proportion of class work to the instructors or fellows, under the supervision of the department head, who should never be expected to do preparatory work, as appears to be the present custom. Note the fact that at West Point class work is mainly under recent graduates of the institution. Among these may always be found a sufficient number who can do such work well to their own and the pupils' advantage.

Of course these observations are made on the assumption that the work legitimately expected of our institution is that of a high class university, ranking well with neighboring institutions of substantially similar resources, and not exclusively that of an industrial academy, or finishing school to give a little superficial polish.

#### AGRICULTURAL DEPARTMENT.

Since the facilities of the agricultural department enable it to perform experiments too costly in time and money to be

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tried by the farmer himself, and since the results of these experiments have already saved thousands of dollars to the farmers in improved and economical methods of procedure, therefore we recommend that the result of these experiments, if possible, be more thoroughly disseminated among the farmers of the state.

This possibly might be accomplished by supplying the bulletins for the patent inside of the local papers, and to the press generally of the state.

The more intimate relations recently established between the farmers' institutes and the experiment station is a step in this direction.

#### MECHANICAL ENGINEERING.

On this head, in addition to the remarks made in the report of the board of visitors for 1889-90, we would suggest the following: The ever widening field of electricity in commerce, industry and science, the great and inadequately supplied demand for expert electricians, justify the recommendation that more attention be paid to the department of electrical engineering.

The institution which is first to offer superior facilities in this branch of science must obtain an advantage over competitors that cannot easily be lost, and will enable it to attain the leading position in this specialty.

Such a reputation obtained in this special field would certainly enhance or add to the general reputation of the university.

#### BUILDINGS.

The special report on this subject, made during the session of the legislature, leaves little to be said at this time, except in the matter of improvement of the old buildings.

We especially renew the recommendation of the last committee in regard to an elevator in ladies' hall and ventilation in university hall. A decent care for the health of students and teachers imperatively demands that these should have immediate attention.

Any class room required to accommodate from fifty to one hundred students, with no effective means of ventilation except the windows and doors, is a disgrace to the institution, which should no longer be tolerated. It is unnecessary and inexcusable.

We recommend that the first expenditure of the funds available under the late action of the legislature, be in the line of a

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thorough inspection of the entire collection of college buildings, by a competent specialist in ventilation, and that his recommendations be strictly followed by freely making the required expenditures to secure at all times effective ventilation without injurious drafts.

The necessity for an elevator in ladies' hall is too evident for comment. Better put it in and charge a special fee for its use than to longer go without it.

LOGIC.

In the present curriculum logic is an elective study.

We believe that no college graduate ought to be wholly ignorant of the principles of this branch of learning. We would, therefore, recommend that hereafter logic be made one of the compulsory studies of every regular college course; and for obvious reasons we would recommend that an elementary course be taken therein as early as the sophomore year.

LAW DEPARTMENT.

We are able to report a marked and satisfactory improvement in this department. The suggestions heretofore made in the reports have been in many respects followed, to the benefit of the department. We are impressed with the fact that when the new building now in process of construction is completed there will be a want of sufficient instructional force to meet the demands of the department. We would therefore recommend that immediate steps be taken to secure additional permanent instructors who shall devote their entire time to the demands of the department. We regard this as much better and more satisfactory than to depend upon the practitioners of the local bar.

We recommend that, if practical, the college classes in elementary, constitutional and international law be transferred to the law department.

We find much to commend in the university, but we have considered it rather to be our duty to indicate the lines in which, in our opinion, improvements are most imperatively demanded.

Concerning that of which we make no comment, we wish to be considered as commending the present situation.

(Signed.) CHANDLER P. CHAPMAN,  
Chairman.

EMIL BÄNSCH, Secretary.

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## REPORTS OF COUNTY SUPERINTENDENTS.

## BAYFIELD COUNTY.

MARY A. NELSON, SUPERINTENDENT.

Some progress has been made toward a better condition of things in our schools during the past eighteen months, but they have, by no means, reached the desired standard.

Teachers have become more familiar with the manual, although a difficulty is met with, in the fact that we have scarcely any home teachers and frequent changes occur, especially in the country schools. In one school where excellent work was done last year, two boys completed the common school course and passed a satisfactory examination, and received diplomas. This fact created much interest as they were the first graduates from the common schools in this county. Both pupils expect to enter high schools the coming year.

In one district, specially good work has been done with the township library. A judicious teacher guided and suggested the pupils' reading till a wonderful interest was aroused. A new town has been organized during the past year and four new school-districts formed, in one of which a four-department school will be opened in September. A good supply of the best apparatus will be put in each building. A new school house is now being built in District Number 4, town of Washburn, to take the place of one which is too small and was poorly built.

There is a desire on the part of school boards to hire teachers who hold a high grade of certificate. In the village of Washburn no teacher is employed who does not hold at least a second grade, and some hold state certificates.



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Good wages are paid for services in our schools, and throughout the county the boards are ready to furnish what may be called for by the teachers.

BUFFALO COUNTY.

GEORGE SCHMIDT, SUPERINTENDENT.

While no unusual progress marks the condition of the schools of this county, the results attained during the past year compare favorably with preceding years.

According to the reports, eighty-three out of eighty-four school houses are in good condition. That this classification is not quite in conformity with the facts may be readily inferred. However, the number in poor condition is comparatively small, as there is a manifest tendency to make the school room comfortable and attractive.

On the other hand, school grounds and surroundings seem to receive but slight attention, even in districts where there is a disposition on the part of the school boards to make improvements. It is by no means a singular occurrence to find a substantial and well kept school house on a site and amid surroundings devoid of every element which would commend it for the purpose it is made to serve—thus showing an absolute lack of appreciation for proper surroundings.

Some improvements along that line are due to the especial efforts made by the teachers. The observance of Arbor Day has resulted in an improved appearance of a number of sites. As reported, thirty-seven districts observed the day; most of them by planting trees, cleaning up the grounds, besides carrying out a program prepared for the occasion.

Nearly \$2,000 were expended for apparatus during the year. A majority of our schools are well supplied, at least with the most necessary things in that line. Occasionally good judgment is lost sight of in purchasing school supplies. To buy some high-priced charts when even a suitable black-board is wanting shows a disregard for the best interest of the schools

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which can only be explained on the ground of ignorance or indifference. I have endeavored to assist school boards in this respect, by means of written reports, made out at the time of my annual school visitation. In these reports I usually enumerated what was lacking in the equipment of the school room, and recommended the purchase of what seemed to me necessary and practical, exercising due care that my recommendations were in keeping with the financial ability of the district. On the whole, this plan has been attended with good results. Fifty-three schools are reported as being organized in accordance with the manual of the course of study, which number is approximately correct. Thirty-one pupils graduated in the common district schools the past year, while the total number of graduates since 1889, when the first graduating exercises were held, is over one hundred.

The progress of grading the country schools is retarded by the frequent change of teachers, still more, on account of the large number of inexperienced teachers taken into our schools annually. Many of them are not sufficiently familiar with the provisions of the manual to undertake and carry out the work as laid down. It has been my aim, while visiting these schools, to make plain the advantages derived from a course of study and to awaken the interest of the school and patrons in its favor. The teachers' institutes have done much in the way of emphasizing the need of proper classification. The frequent reference to the manual of the course of study in the examination questions, has prompted many to make the manual a subject of more thorough investigation, and it is safe to say that it now occupies a place in the teacher's library.

Ten out of seventeen towns have withheld money for library purpose. Wherever proper management prevails, the books are a great help. Lack of conveniences for keeping the books, as well as neglect in keeping the records, may in time constitute grounds for arguments against the library. While the number of pupils enrolled has decreased there is an increase

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in the total number of days' attendance. This, however, is not due to more regular or constant attendance, but rather to the fact that many districts schools are maintained for a longer period than in former years.

Though this county has had a fair representation at the normal schools for some years past, yet but few country schools are in charge of teachers who have had more than a term or two training at these schools. "We want a good teacher" is an expression frequently heard from members of school boards; some of whom subsequently engage a teacher without a word of inquiry beyond that of, "have you a certificate?" Intelligent discrimination on the part of school boards would do much to advance the standard of the teachers.

The average wages paid to male teachers was \$41; to female teachers, \$29, nearly, which is a slight advance in wages, compared with the previous year.

Teachers' meetings were held at four different points—the time of meeting being arranged in consecutive order, which enabled teachers to attend at several different places. A union meeting of two days was held during the holidays.

### CLARK COUNTY.

GEORGE E. CROTHERS, SUPERINTENDENT.

The schools of this county during the year ending June 30, 1892, have shown only the quiet, steady growth that has characterized them for several years past. The material development of this county, which has been quite marked recently, has noticeably affected the growth and prosperity of the schools. Each school year shows new districts organized, new departments added in the graded schools, new school houses erected and a steady increase in school population. During the past year there was an increase of four hundred and forty-five in pupils between the ages of four and twenty, and I think a corresponding increase is noticeable in attendance. There is, however, a marked absence of the older pupils in our country

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schools. Of course, some of these have left home to attend the graded or high schools in the cities and villages, but I have reason to believe that many of our pupils leave school and study forever, at the age of fourteen or fifteen. For this reason I have emphasized the work of reading in our schools; not that I have advised that other work should be dropped out or neglected, but that everything so far as possible should be made to contribute to making the pupil an intelligent reader. I must say to the credit of our teachers, that many of them have done good work in this direction. They have read a great deal themselves, they have used the books of the township libraries quite extensively, and very many of them have purchased some of the books on the list and have taken them into their schools.

A large majority of the districts furnish free text-books, and in many instances two sets of school readers have been purchased to give a larger supply of reading matter.

Notwithstanding the special stress placed upon reading, I have urged teachers to continue the grading of country schools as set forth in the "Manual." During the year sixteen pupils have completed the course and secured diplomas.

The transient nature of our teaching force makes it necessary to do over and over again much of the work done in the past. This county does not supply itself with teachers, so that there is a slight influx from abroad. We gladly welcome successful and experienced teachers, but this is no longer a backwoods county, and we want the best and only the best.

Our school houses are, with very few exceptions, fine buildings. Nearly all are seated with patent desks, and most of them are filled with slate-stone blackboards and all kinds of necessary apparatus. Within the past three years thousands of dollars have been expended in school supplies.

In many instances little attention was paid to the appearance of the school premises, but since the matter was agitated in connection with the prize offered by the governor, I can see a great improvement.

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On the whole, all the necessary conditions for good schools exist. The only problem is to keep the schools supplied with teachers of enthusiasm, earnestness and tact, and who know something of the best modern school methods.

### DUNN COUNTY.

J. E. FLORIN, SUPERINTENDENT.

Of the one hundred and thirty teachers teaching at one time during last winter, twenty-three held first grade certicfiates, thirty-two second grade and the rest third grade, except two who held limited state certificates. So-called limited third grade certificates were granted only when a scarcity of teachers prevailed.

Again, of these teachers, thirty had some training at normal schools and seven more at colleges or academies. The number of high grade teachers and those of special training has rapidly increased during the past two years. At present the county's representation at the normal schools is the largest it has ever been.

I regret that salaries have not increased in the ratio of proficiency; thus, as ever, teaching remains a stepping stone or makeshift for many. The average salary of teachers in this and I suppose in other counties is not high enough to assure to the schools the inestimable benefit of thorough preparation and long experience.

Of the 6,673 children of school age, 4,853 attended public schools. A number of parochial schools were conducted in the county; but, as I have no reports from them, I cannot tell just how many are deprived of all and any schooling, but I fear that the number is entirely too large. I especially regret that as a rule children of fourteen or fifteen years are kept at home. With the increase of years, maturer powers and a deeper realization of the value of a liberal common school education, we undoubtedly could achieve grand results with many a youth now kept at home. Many dis-

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tricts have school for but six months during the year, six hours a day, in all seven hundred and twenty hours, not deducting recesses or holidays. Surely wise parents can plan their work so as to give to their dear ones the benefit of thirty times twenty-four hours of schooling each year.

A large majority of schools are well furnished with modern apparatus and helps in teaching. In this line many districts have been generous almost to a fault. Let us not lose sight of the fact, however, that skillful teachers alone are able to secure to patrons returns for their generous investment.

During the last year three more towns adopted the township library system. Twelve of the twenty-two towns have the books. The best teachers find in these books their best aids to enliven and supplement text-book work and to aid them in leading pupils to love good reading.

During the last school year twenty more schools were organized according to the provisions of the Wisconsin course of study. We are fast getting tired of haphazard, unbusiness-like school work, which some call education. If systematic work is good for the city schools, it is for those of the country. System saves time, labor and annoyance, and brings better returns for money invested.

Some very successful exercises for graduates of the common schools were held during the past two years. Looking back from this mile post in the country scholar's life, we found many striving to reach the goal; looking forward, we saw that it was but a round in the ladder of progress.

### JACKSON COUNTY.

F. B. DELL, SUPERINTENDENT.

During the past year six new school houses have been built and a large number of the old buildings repaired and reseated with patent desks. In many of the districts the school boards have purchased much needed apparatus and have provided more suitable blackboards for the use of the schools

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Thirty-four of the districts observed Arbor Day and one hundred and ninety trees were planted. I have noticed that in some of the districts the efforts of the pupils and teachers have been supplemented by the patrons of the schools, and that the people begin to look with pride upon their school house and grounds.

A summer school of six weeks was held in Black River Falls, beginning July 11, 1892. This school had for its aim the aiding of the teachers of the county, and was attended by sixty-seven persons, about sixty of whom were actual teachers in our schools. Teachers in attendance holding limited certificates were allowed to devote their time to those branches in which they were deficient and to re-file papers on which satisfactory standings had been attained. As a result of this school and the earnest work done by the teachers, I was enabled at the last examination to secure enough teachers to supply our schools without granting any limited certificates.

An institute of one week was held at Black River Falls, on the week following the close of the summer school.

The total amount paid for teachers' wages during the year ending June 30, 1892, was \$28,904.88, of which the male teachers received \$9,061.58 and the female teachers \$19,843.30. The average wages paid male teachers during the last year were \$39.54. The average wages paid females were \$28.42. Last year the averages were \$36.87 and \$28.23 respectively.

In this county twenty-five of the schools are organized in accordance with the manual of the course of study and during the past year nine pupils obtained the common school diploma.

Eleven of the towns of the county have adopted the town library system, and during the past year about four hundred volumes have been purchased, making a total of over fifteen hundred volumes in all. This system is proving highly beneficial where it has been adopted, and the other towns will soon fall into line.

In conclusion I will say that as a whole I believe our schools are in the line of advancement. They are increasing in num-

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ber and usefulness. Teachers, as a rule, show an earnest desire for improvement, and school boards demand scholarship and experience in teachers. These are hopeful signs, and in the coming term I hope that with the earnest co-operation of the friends of education that the schools of our county may take a long stride in advance.

## GREEN LAKE COUNTY.

LILLIAN HUFF, SUPERINTENDENT.

The Arbor Day movement has caused a deal of improvement in Green Lake county during the past two years. It has not confined itself to improving yards by planting trees, shrubs and flowers; building fences, leveling the grounds, clearing the yards, etc.; but to improvements indoors as well. School houses have been painted, re-seated and furnished with needed school supplies. Districts which have only a six months' term of school during the winter have not done much in this work. They are behind because we cannot create that interest in the school board which we do in the schools and their teachers.

The schools of this county need, in different localities perhaps, a dictionary, new seats, maps, etc., but in a majority of cases they are quite well supplied.

The towns of Princeton, Brooklyn and Marquette have the "Public School Library." Brooklyn and Marquette schools have used the books to great advantage.

The teachers of the county have started a circulating library having thirteen volumes. We hope to add to this year by year. These books have been sent out four times during the year.

The schools are well graded, considering the irregular attendance, variety of text-books in some districts, advancement along some favored line of work, to departments instead of the better division of three, etc.

The want of interest on the part of patrons is shown by the



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small attendance at the annual school meetings, lack of visitation in schools, and lack of knowledge pertaining to school affairs.

The teachers are, as a class, faithful, energetic workers, and are well qualified for their work. If patrons were as progressive and earnest as teachers the ideal country school would not be very distant.

Examinations for diplomas were held twice during the year on the same date in each district. Out of twenty-five applicants eleven were successful.

The Teachers' Association held four meetings during last winter. The average attendance of teachers was about thirty-five. A keen interest was aroused in these meetings—many citizens, school officers and pupils attending.

#### LA FAYETTE COUNTY.

L. HENRY JOHNSON, SUPERINTENDENT.

The schools of this county are gradually improving in condition for work and the qualifications of teachers.

Few school rooms are now without the modern seat, the best and most durable slate is being purchased for blackboards and many schools need no more of the common apparatus for teaching purposes.

Arbor Day has stimulated the improvement of school grounds and in the course of a few years we shall have some model schools in this respect whose influence will extend across their district lines. The library system seems to have come to stay in the majority of towns in this county and its apparent permanence here gives promise of its ultimate introduction elsewhere. A variety of text-books will creep into the schools in spite of all the superintendent may do, and under present conditions, it would seem futile to do any more than attempt to lessen an evil continually invited by our non-uniform system of text books.

A classification record and system of reports modeled after

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the course of study has been introduced, and in directing the teachers to a better and more intelligent gradation of their schools has been a success; but it requires the constant attention of the superintendent to keep it alive.

An examination of previous reports shows a small but encouraging increase in the average wages paid teachers in the county for the past four years.

Excepting a half-dozen, all teachers have had training in schools other than the common schools in which they teach.

The normal school at Platteville furnishes a good number of the teachers in the western part of the county, and the three high schools at Argyle, Darlington and Shullsburg supply a majority of the remainder.

Teachers have been cut down to the actual needs of the schools as far as possible, and this, besides raising the standard of qualification, has resulted in the retention of the same teachers for the entire year in many schools where this was not before the custom.

Public sentiment is the only compulsory law which seems to affect attendance in this county. No effort whatever appears to have been made to enforce the present or former statutes, nor has it been necessary in many cases. The statistical reports would indicate the contrary, but they are not reliable.

While on the whole progress may be reported it is not uniform. Some towns as far as the school library system is concerned seem inconvertible, while others could not now be induced to abolish it; some districts maintain schools which would be intolerable in other communities. In most cases the school may be taken as a tolerably fair index of the intelligence and progressiveness of the people supporting it.

ROCK COUNTY, (2ND DISTRICT.)

DAVID THRONE, SUPERINTENDENT.

There are eighty-six districts under my supervision. Of these all but five are district schools of one department. Many of

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our school houses are old, having been built when the country was new. During the past few years a very great improvement has been made in the school buildings and their surroundings. Many new buildings with modern improvements have been erected. Much attention has been paid to the question of proper seating and the supply of better blackboards.

The Arbor Day movement, inaugurated by your department, has done more to arouse the interest of the public in regard to the improvement of our school grounds than any other measure for years. I am glad to note this line of improvement and believe it has come to stay. One of the most notable effects of the Arbor Day strife is the interest shown by the pupils themselves in beautifying their school houses.

The average school board has been, on the whole, indifferent to the question of proper apparatus for school work. Much of the fault lies with teachers who have in many cases neglected to take proper care of what has been placed in their hands or to use it to the best advantage.

Four towns of my district retain from year to year money for libraries, as provided by law. The money is expended judiciously and we are beginning to see good results. With respect to libraries the fact becomes evident that those districts which realize the most good from them are those taught by teachers who know how to make a practical use of the books. One reason why only four towns out of ten have libraries is that the great majority of the people have an abundance of books and papers, and do not realize the need as they otherwise would.

One of the points of greatest weakness has been the lack of uniformity in gradation. Country pupils entering city schools were found to be behind their grades in much of the general work. The introduction of the manual of the course of study has worked a great change. It took years for the teachers to understand its true merits, but now it is the school room guide of 95 per cent. of the teachers of the district. Our schools are on the whole very well graded.

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Another line of improvement is shown by a greater regularity in attendance. We graduate from thirty to forty each year and the number is steadily increasing. The knowledge that high school principals will, under certain conditions, accept the diplomas as credentials for entering the high school has acted as a very great stimulus. A uniform system of classification has been introduced in all the schools, a result of which is to assure an understanding between the outgoing teacher and her successor. The teachers express themselves as well pleased with it and seem disposed to make it a success.

With respect to wages our average is deplorably low. This is not, however, wholly owing to "closeness" on the part of the patrons, but is the result of the great number of successful applicants for teachers' certificates and, as a consequence, an over supply of teachers. Many beginners will offer to teach at a much lower figure than the districts are really willing to pay.

We now come to the most important subject of all—the character, etc., of the teachers. Permit me to quote from my annual report of 1890. "In his report for the year 1887 my predecessor, H. C. Thom said, 'Our teachers are too young. They lack that maturity of judgment and training which is essential to the successful training of children.' This statement is only too true. Young and immature boys and girls are promised schools conditioned upon their receiving certificates. A premium is thus placed upon incompetency. I cannot too strongly urge upon the district boards the necessity of discrimination in selecting teachers. Too much attention has been paid in the past to the question of wages and not enough to the peculiar fitness of the teacher under consideration for the place. If the people would only insist upon it that the teacher should be fitted for the work by natural ability and thorough preparation, and pay wages high enough to enable the teacher to make teaching a life work, we would have better schools." There has been steadily growing a change for the better. Teachers are seeking more knowledge and making better preparation for work.

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## MANITOWOC COUNTY.

C. E. PATZER, SUPERINTENDENT.

Our rural school system sprang up of necessity and has moved on by virtue of its own momentum. Since its incipency no permanent progress has been made and none can be made so long as present conditions prevail. To question the efficacy of the system might, however, subject one to the charge of being unpatriotic so identified has it become with our institutions; yet, if there are serious defects in it we can only hope to see them removed by holding them up before the public, because public sentiment must work the change if change be necessary, and the better the shortcomings of the system are realized the better will be the remedial measure applied. The greatest enemy of rural schools is the professional eulogist whose connection with them was severed years ago and whose pictures are wonderfully colored by the hand of time.

Country schools have performed a great work in the past, and were they blotted out of existence the vacuum would be sorely felt, but they do not meet the increasing demands of times. They contain elements of strength that graded schools can never possess, but we fail to realize fully from these advantages because of certain inherent defects in the system. The country cross road schools are the ideal American schools, but that should not blind us to some glaring imperfections that must be remedied before they will minister properly to the needs of our people.

There are two lines along which reforms can profitably be made. First, an educational qualification should be demanded of county superintendents which will result in securing better superintendents; second, means should be provided for the training of teachers specially intended for ungraded schools, which will result in better teachers.

We too often do things by halves. The law is quite explicit in specifying the duties of the county superintendent, but no provision is made to ensure the fulfillment of these duties. That

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is left largely to chance. The superintendent is by law compelled to certify as to the qualifications of his teachers. He is compelled to conduct institutes designed to give professional training and inspiration to his teachers. He is compelled to supervise the schools of his county and criticize methods of instruction. In short, he is to be the guiding educational spirit, and the law does not even require that he be a teacher! The state department, realizing the incompetence of superintendents attempts palliative measures that make matters worse since public attention is thereby drawn away from the charming inconsistencies of the superintendency. Because the superintendent cannot conduct his institute for lack of academic and professional training the state furnishes conductors who do it for him, and his labors are confined to keeping a record of attendance and providing boarding places for teachers. Questions for his examinations are furnished him, and he is content to examine his teachers through other men's minds. To cap the climax and secure perfect uniformity in examination the answer-papers should be corrected by a central authority as well. The county superintendent occupies a position not a whit inferior to the high school principal—let his qualifications be those demanded of the high school principal. Then, with special qualifications for his work he can command the respect of his teachers and exert a benign influence over their work.

But, however efficient the superintendent may be, so long as boys and girls are by our laws permitted to enter a school as teachers, on whose benches they may have sat as pupils the year before, so long his efforts to elevate the schools are woefully limited. Country schools cannot be made better unless the places made vacant by the withdrawal of experienced teachers are again filled by persons of mature years and who have enjoyed some special training as a prerequisite to engaging in the work of teaching. Under the present method of certification of teachers that is impossible. It is a sad reflection upon us as a nation that we consign the education of our children in many instances to persons of immature years, with no special

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aptitude or preparation for their calling, and whose only inducement to enter the business appears to be the hope of earning enough money to aid in acquiring a subsequent profession, other than teaching. We exemplify the old adage, "truth is often stranger than fiction," when arguments must be advanced to prove that some professional training should form a part of a teacher's equipment for educating children.

Were there more normal schools and could their course of study be so arranged that students could within a reasonable time acquire a fair academic training together with some professional skill in imparting knowledge, the problem of how to supply country schools with suitable teachers would be solved. But under present conditions it is altogether out of the question to expect proper assistance from that quarter. Graduates of normal schools never go back to district schools. It is only in an indirect way that they exert an influence upon them. Nor should we be deluded by the hope that summer schools will materially assist in creating a professional body of teachers. Their instruction is apt to be warped by the constant tendency to prepare students not to teach but to pass the impending examination. What is needed is a permanent institution of some kind where students of fair scholarship can spend a year or more in preparation to teach a country school. Space forbids entering into a detailed discussion of the training school proposed, so a few general suggestions must suffice. In the first place as the object of such a school would be to provide teachers for a country school there must be established a sufficient number to guarantee a full supply of teachers, and in the second place the instruction in such a school should be limited to the elementary branches, with theory and art of teaching added. These should be taught thoroughly and logically and with a view of illustrating pedagogic principles, thus imbuing students with proper methods of teaching in a rational and no dogmatic way. All so-called higher instruction may with propriety be omitted.

The instructor must be a thorough school man conversant

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with country schools, their product and their needs. In conjunction with the superintendent he should be empowered to accept or reject candidates applying for admission. They should be subjected to a searching oral examination to determine their scholastic ability, and whether they possess cheerfulness, serenity and strength of mind, and love for children, which last is so vital to success in elementary work. All persons in whom the promise for becoming good teachers cannot be found should be denied admittance. All who contemplate entering the business of teaching should be required to attend such a training school. Certificates of attendance should entitle the holders, without further examination, to teach in any district school for the space of three years. The certification of third grade teachers would then disappear and this would produce a salutary effect upon graded and high schools whose instruction is now too much affected by the character of the tests required at teachers' examination.

It may be urged that the scheme here advocated is too chimerical to be ever carried out, and that the state could not afford the expense. Possibly, but the fact nevertheless remains that the crying need of the times is trained teachers for country schools. Our present method of certification of teachers, our institutes, teachers' meetings and summer schools are educational forces entirely inadequate to supply a professionally trained body of teachers.

#### POLK COUNTY.

CARRIE ASP, SUPERINTENDENT.

Though the schools of Polk county are not by any means what they should be, yet we have great reason for feeling encouraged. Our teachers are nearly all quite young and have not become so rooted in their own way of doing things, that they cannot change. As a rule the teachers are beginning to realize more and more the importance of their work, and are working for improved methods.

Last year we made an effort to do our work according to the  
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*Reports of County Superintendents.*

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plan of the manual, but, although there was an improvement in the work, our schools are still far from being properly graded.

The demand for good teachers is greater than the supply. Good teachers are usually appreciated and many districts are willing to pay for value received.

Our institutes have been characterized by attentiveness and faithfulness.

Our summer schools of '91 and '92 were well attended by the teachers and some good work was done.

Our associations have been very helpful. A plan of local associations will be tried this year.

Our town school libraries are slowly increasing in number and size. The people do not yet realize the value of the library books, and the teachers unacquainted with the books fail to make proper use of them.

I find, however, that the children who have had the use of the library books are much more intelligent and take greater interest in books and all school work.

Many of our schools are poorly supplied with blackboards and proper books, but we hope the time will soon come when officers will value the time of their children and teachers sufficiently to provide what is necessary for good work.

Last spring as I passed through the county I was much gratified to see the results of the Arbor Day work. Nearly every school in the county worked with a will. The yards were raked; stumps, stones and refuse matter removed; flower beds of various sizes and shapes were made; shrubs and trees were planted. Nearly all this work was done by the teacher (in most cases a lady) and the school children. The choice of trees was not always the best, and the planting was probably not done skilfully, yet I believe the results of the work will be lasting. Nearly every child in the county delights in telling what *we* did Arbor Day.

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## SAUK COUNTY.

W. H. SCHULZ, SUPERINTENDENT.

New school houses are rapidly taking the place of old weather beaten and time worn structures which in many cases are but poor excuses. New school houses are building at the rate of seven to ten a year, and it must be said to the credit of our people that they build well. In most cases the buildings cost from \$800 to \$1,300, and they are generally built according to the most approved modern plans, and well furnished throughout with the best appliances.

From year to year district boards become more liberal in the purchase of needed apparatus and books, so that it can truly be said that there are very few schools not supplied with the most needed school apparatus.

Teachers and parents are generally interested in the gradation of the country schools. In all cases where the school is in the hands of an experienced teacher, the grading is quite perfect, but in nearly all cases when the school falls into the hands of an inexperienced teacher, the gradation suffers an injurious drawback. There is now no school in this county of which it could be said that it is not graded, or not working under the course of study; but there is, however, quite a number suffering a temporary decline.

There has been somewhat of a decrease in the whole number of days' attendance, caused by a general prevalence of sickness in the form of measles, diphtheria and other maladies which were more prevalent during last winter than during any previous school year.

The quality of our teachers is steadily improving and from year to year the number to whom first and second grade certificates are granted is increasing. It is a recognized fact that, other things being equal, the higher grade teachers are the more successful. The records of this county may be brought as a most convincing proof of this; for instance, it appears in the year 1891, that of the fifty-eight teachers that

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had graduates from the common schools, thirty-two had graduates in previous years of their work in this county, and that one of these holds a life state certificate; ten hold a first grade, and twenty-six second grade certificates, making a total of thirty-seven holding higher grades of certificates.

For various reasons it was deemed expedient to have two diploma examinations during the year, and four trials have convinced all that it is better. All matter sent from this office to teachers goes through the hands of district clerks, and it seems to increase their interest in the teachers' work. A system of local teachers' institutes has been established in this county at fifteen different localities, with one principal and six assistant conductors for each place. Printed programs and courses are furnished all the teachers. Four institutes of one day each are held at each locality. These institutes seem to be a grand success as far as can now be judged.

That our schools are in a healthy state of development no one doubts, but when one considers the fact that our common schools should give at least a complete common school education to all that attend them, then we all will have to admit that the work of universal education has only fairly begun.

### ST. CROIX COUNTY.

LOVILA M. MOSHER, SUPERINTENDENT.

I think I can report a healthy growth in the condition of the schools of St. Croix county the past year. There has been an increased interest in the care of school buildings and school yards. Many of the country schools were not in session on Arbor Day, so the day was not as generally celebrated as it otherwise would have been, but much was done in many of these districts to improve their yards, when their spring terms did open.

There has not been the progress made in complying with the library law that I had hoped for. Several new towns have retained the money, and purchased books, but there is

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still a large number that have failed to do so, and more earnest work needs to be done along this line.

The teachers of the county are progressive as a class, and eager to do good work and improve their scholarship. Many have availed themselves of the summer schools; others have taken a year or part of a year at the normal as soon as they could afford to do so. The state questions have been used at the examinations, and have been a means toward securing good scholarship on the part of the teachers. An average of 70 per cent. is required for a third grade certificate, with a minimum of 50 per cent. The plan of allowing teachers, holding good third grade certificates, to come in at the next public examination and write on second grade branches only, and so secure a higher grade certificate, has worked very nicely, and has been an incentive to better scholarship.

The teachers' associations and institutes are always well attended, and the majority of the teachers recognize in them a great aid to their work.

### VERNON COUNTY.

D. O. MAHONEY, SUPERINTENDENT.

Of the one hundred and fifty-four school buildings in this county, one hundred and forty-nine are reported by district and town clerks in good condition. A very commendable interest has been taken in the past two years toward the erection of more suitable buildings for school purposes. The old, child-deforming bench seats are fast going out of use, to be replaced by the most improved furniture. Many of our school houses are finely furnished by the most improved black boards, maps, charts and globes. School boards expended the past year for school furniture, alone, \$1,668.67, an increase of \$825.51 over the previous year. One thousand four hundred and seventy-three dollars and thirty-two cents were expended for apparatus and but few schools now remain unfurnished.

Eleven towns have complied with the provisions of the town

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*Reports of County Superintendents.*

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library law. I have labored earnestly to convince town officers to put this law into effect, and, while many have cheerfully complied, others have turned a deaf ear and have fortified themselves behind that little word "may," which is found in the law. Wherever the law has been faithfully tried, the teachers, pupils and school officers are enthusiastic in its behalf. Teachers have much to do toward creating a healthy sentiment in its favor. I know of no better way to convince the people of the wisdom of this law than to urge teachers to use the books to the best possible advantage. Its growth and influence will spread to other towns in time.

The number of schools organized in accordance with the manual of the course of study is reported to be one hundred and seven. At one time nearly every school in the county was graded and well classified according to the manual, but the frequent change of teachers, especially a change from the experienced to the inexperienced, has to some extent been the means of keeping a portion of these schools disorganized. About one hundred and twenty of our schools that are in charge of our most experienced teachers are well graded and in a very satisfactory condition. "Eternal vigilance" is the price of success in keeping the schools well graded and classified. Little help can be expected from school officers in this respect, due principally to the fact that they know nothing concerning the management of schools and are very indifferent to the principles that underlie the proper gradation of our country schools. It therefore depends very much upon the watchfulness of the county superintendent whether the schools remain well graded any great length of time or not. Seventy pupils received diplomas of graduation from the district schools the past year. A committee of three teachers is usually appointed to take charge of the examination at each place and forward to my office at the close of the examination the papers of all applicants likely to pass the examination. Many of these graduates are now in the high and graded schools of this county.

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*Reports of County Superintendents.*

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From year to year our people are becoming more generous in giving financial encouragement to our schools. The amount expended last year for school purposes was \$52,886.00, a gain of \$3,093.00 over the previous year. Teachers' wages have increased steadily from year to year until the average wages are now \$37.68 per month for males and \$23.96 for females. The demand for good teachers is excellent and the inferior class is being practically put off. Our best teachers are constantly employed at good wages. The teachers are responding to the demand for higher qualifications, and in short availing themselves of all privileges that will tend to make them stronger teachers.

A summer school was organized in the city of Viroqua last summer, and one hundred and seventy persons were enrolled. The teachers' associations the past year have been exceptionally large and profitable. The largest institute in the state was held here last spring. Our institutes and teachers' associations have been growing in numbers and interest until it has become difficult to find buildings large enough to accommodate the public. My purpose has been to keep our school work continually before the people. The institutes, associations, summer school circulars and the newspapers of the county have been the means through which we have attempted to spread the information we deemed necessary. It has been my aim to furnish the people a stronger teaching force, and to do that it became necessary to encourage and stimulate teachers to greater exertion and at the same time create a demand upon the part of the public for a superior class of teachers.

**WINNEBAGO COUNTY.****JOHN HARRINGTON, SUPERINTENDENT.**

The schools of Winnebago county are in a reasonably prosperous and healthy condition. The general character of the work done will, in my judgment, compare very favorably with that of other counties in the state. Indeed, it would be

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*Reports of County Superintendents.*

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strange if it did not, this county being the seat of the largest normal school in the state, and having four excellent high schools. As a result the supply of teaching material that offers itself is greatly in excess of the number of teachers required. The examination and certification of teachers is, perhaps, the superintendent's most important duty. It involves the welfare of the schools, and the somewhat conflicting financial interests of both taxpayers and teachers. The two extremes to be avoided are, first, issuing so few certificates as to entail hardship on school boards in securing teachers; and second, issuing so many as to enable inferior teachers to secure a large number of the schools by underbidding those who have made special preparation for the work at considerable expense. In this case the best product of the county is driven out, and goes to counties where better rate of wages is maintained; the average grade of the home teachers being thereby reduced.

A superintendent should hold up the wage rate by holding up the average grade of the teaching force. He must cultivate a high ideal in both teachers and school boards, and furnish for the schools a sufficient number of legally qualified teachers properly selected from the best of those who present themselves as candidates for certificates.

I have found the limited third grade certificate (six months) to be my most effective instrument in improving both the average grade of teachers and the average rate of wages. The great majority of the teachers hold third grade certificates. School boards know but little of the comparative values of different third grade certificates. A low standing under one superintendent is often a high standing under another. What I found to be most needed is two grades of certificates that will divide the great body of teachers into two nearly equal groups. I found the limited third grade certificate answers this purpose admirably. A school officer can then tell at a glance whether a certain teacher is well qualified or is below medium. In 1891, of one hundred and seventy-eight third

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*Reports of County Superintendents.*

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grade certificates issued one-half were of the limited variety. In 1892, of one hundred and ninety-four third grade issued, seventy were limited. The result thus far is satisfactory. At a rough estimate, nearly one-half of those who received limited certificates have since attended the normal school or a high school. Nearly all have done some good systematic work for self-improvement. Even some old teachers were quietly reminded that it is well to do a little reviewing from time to time. While nine out of ten teachers are satisfied with a full third grade certificate and will not strive for anything higher, a similar proportion are utterly dissatisfied with a limited third grade and will make a lively struggle for a full third grade. School officers fully appreciate the difference between the full and the limited third grade, and exercise an active choice as between the two. The selecting of teachers is less of a lottery, and the better teachers are more often selected for the better positions. The common divisions into first, second and third grade certificates is useful to village and graded schools, but of almost no practical value to the district schools. Such a division as I have indicated above is far more useful.

In visiting the schools perhaps nothing within the range of my observation calls for criticism and consideration more than the fact that the pupils found in the district schools are small children. In schools numbering from twenty to thirty pupils, it is unusual to find more than three, four or five who are over thirteen years of age. About three-fourths of these are girls. Young men and young women do not go to school as they did some years ago. The condition is worthy of careful thought on the part of those interested in the efficiency of the common schools.

The "Course of Study" has done something to reach these larger boys and girls. As yet, a majority of the teachers have not been convinced either of the practicability or the usefulness of the course of study. I think much progress has been



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*Summer School.*

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made in the past two years, but much still remains to be done.

Five towns out of sixteen have withheld money under the township library law, and books have been purchased as required. The libraries are found very profitable wherever established. The books are read by the pupils with much eagerness, and are taken home and read by the older members of the families

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#### THE WISCONSIN SUMMER SCHOOL.

The growth of the Wisconsin Summer School for teachers during the past two years affords gratifying evidence of its usefulness. It was organized in 1887 in accordance with a recommendation of the Wisconsin Teachers' Association, and under the direction of a committee from that body. The lecture rooms of the university were thrown open for its accommodation, and the laboratories and illustrative apparatus of the university were made available so far as necessary for its use. Its aim was to afford to those engaged in teaching in the high and grammar schools of the state superior opportunities for summer study, with a view to expanding their knowledge and improving their methods of instruction. The experiment, for such it was regarded, proved moderately successful the first year. Five instructors were employed, most of whom were professors in the university, and eight different courses of instruction were offered. During this summer forty pupils were enrolled in the school. The following year some assistance was given to the enterprise by the board of regents

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*Summer School.*

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of the university and the board of regents of normal schools, and the attendance was slightly increased. In 1889, the state legislature made a small appropriation of a thousand dollars a year to aid in maintaining the school, and in consequence the teaching force for that summer was increased to eight and the courses of instruction to sixteen. A marked advance in the attendance followed, the enrollment reaching one hundred and four. Since then the school has grown every year. In 1891 eleven instructors were employed, giving twenty-four courses, and one hundred and forty-five students were enrolled; while at the last session there were thirteen instructors, thirty-two courses, and one hundred and ninety students. An examination of the enrollments shows that the great majority of those in attendance are actual teachers in the schools of the state, so that the institution seems to be attaining the end for which it was established. With a view to meeting the wants of different classes of students some variation in branches of study offered at the school has been made from year to year. Further, to give variety and strength to the school some assistance has been sought from institutions in other states. In 1889, Professor Davis of Harvard University, was brought here to give a course in physical geography. Professor Kimball from Johns Hopkins gave courses in physics in 1889 and 1890. Professor Coulter from De Pauw University gave a course in botany in 1889, and Professor Saunders from Cornell gave a course in physics. Most of the instruction in the school, however, has been given by members of the faculty of the University of Wisconsin.

The statistics relating to the summer school for the years 1891 and 1892 are given in the following tables:

*Summer School.*

## WISCONSIN SUMMER SCHOOL FOR TEACHERS.

1891.

LOCATION.	ENROLLMENT.		Number of Instructors.	Length of Term.	RECEIPTS.			DISBURSEMENTS.				Balance on hand.	
	Residents of Wisconsin.	Non-residents.			Balance on hand from 1890.	From tuition.	From State appropriations.	Total.	Salaries and Expenses of Instructors.	Printing and Advertising.	Miscellaneous.		Total.
Madison.....	111	34	14	4 wks.	\$181 22	\$985 00	\$1,000 00	\$2,076 22	\$1,720 40	\$124 01	\$ 75	\$1,850 16	\$236 06

1892.

Madison.....	149	41	15	4 wks.	\$328 06	\$1,155 00	\$1,000 00	\$2,381 06	\$1,790 35	\$133 17	\$16 00	\$1,940 12	\$440 94
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*Common School Fund.*

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## THE COMMON SCHOOL FUND.

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The state superintendent is required by law to report to the governor biennially "plans for the improvement and management of the school fund." During the first ten years after the formation of the state such reports were made with great care. Later reports of state superintendents have given little attention to this important subject.

By the courtesy of other officers of the state administration I am able to present the results of some investigations relative to the past management of the school lands and of the other sources from which the school fund is derived. I am convinced that millions of dollars have been lost to this fund, but the whole subject is so complicated and requires such long and patient investigation that I am unable to show all the lines of loss in detail. I have secured aggregates, however, which abundantly prove the strong statement made above.

In making this report I wish it distinctly understood that I am not placing the fault for this tremendous loss at the doors of individuals.

The greatest losses have occurred in the sales of school lands and in the failure to collect penal fines. The system under which public land sales are made is radically defective. No business man would follow such a system in his private affairs.

By the constitution the secretary of state, the state treasurer and the attorney general are made the commissioners of public lands. Each of these officers is personally and solely responsible for the administration of another great bureau of the state government which demands persistent and engrossing thought. These commissioners are hampered in the work of protecting and selling these lands by the want of authority to pay the expenses of competent agents to view and inspect them. By this shortsighted economy the state has lost millions to save thousands.

The building of a new railroad, the establishment of large

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*Common School Fund.*

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mills or industries, the discovery of mines of iron ore, an unexpected use for a kind of timber which had been of little worth, may cause state lands, which have been on the market for years suddenly to rise greatly in value. Private parties or corporations, with agents in the field, learn these facts and buy the lands before the public officers are informed of the change in the situation.

Little has been done in later years because it has been thought that the public lands had been nearly all sold. Six hundred thousand acres of land belonging to the various trust funds are still to be sold and the state may easily save \$1,500,000 on their sale by giving the land commissioners fuller means and authority.

When the state offers lands worth \$15 or \$25 per acre for \$1.25 or \$3.00 per acre no citizen can be blamed for purchasing them. The state has not only lost by selling lands at less than their value, but it has held at \$1.25 per acre, for years, lands only worth fifty cents per acre, from lack of information on the part of the officers in charge or from their lack of authority to make the necessary reduction in price. Some lands not now in the market are reputed to be worth \$50 per acre. It is notorious that state lands covered with valuable timber have been sold, a fraction of the purchase price paid, the timber removed and the land then allowed to lapse to the state. The present land commissioners are making every effort within their power to secure the conviction of a large number of persons who have denuded public lands of timber in violation of the law, and they are finding a tremendous task before them—one to which their means are not adequate.

A study of the state constitution, of the debates and discussions which preceded its adoption, and of the first reports of the state superintendent show that the founders of the commonwealth laid careful plans to secure for the children of the state for centuries to come the benefits flowing from a princely school fund.

This fund was to be derived from the following sources:

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*Common School Fund.*

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1. Proceeds of lands granted by the United States for the support of schools.
2. All moneys accruing to the state by forfeiture or escheat.
3. All penalties for trespass on school lands.
4. All fines collected in the several counties for breach of the penal laws.
5. All moneys paid as an exemption from military duty.
6. Five per cent. of the net proceeds of the sales of United States public lands.

The most fruitful of these sources is the first—the sale of school lands. The earlier state superintendents estimated that over \$5,000,000 would be received from these sales. Later developments showed that double that amount might easily have been secured.

Since those estimates were made the state has received 1,000,000 acres of selected lands in lieu of lands taken by the general government. About four-fifths of these selected lands belonged to the common school fund. Much of this land was valuable, but large amounts have been sold at from one-fifth to one-half their real worth.

The school fund last September, with large accretions from other sources than the sale of school land, only amounted to \$3,360,000. In this connection, and as a basis of comparison, the history of the lands owned by Cornell University in this state is instructive. The grant of 960,000 acres was located in Northern Wisconsin. A large share of it was put on the market and sold at sixty cents per acre, before the majority of the board of trustees of that institution understood its value. Since they learned its worth they have received \$4,500,000 from it and now hold lands worth fully \$1,500,000. Large sales of stumpage have been made at \$20 per acre, and the land has been sold at \$10 per acre after the pine timber was removed.

The original grants to our state for school purposes amounted, according to the estimates of the earlier reports, to 1,474,720 acres. After the sale of all but 60,000 acres the state can show but about \$2,000,000 in its school fund credited to this source.



## Common School Fund.

## SCHOOL FUND.

Year.	Sales.	Dues.	Fines and penalties, forfeitures and taxes.	Other sources, loans, &c., refunds and transfer.	Total receipts.	Total dues on certificates.	Total loans outstanding and cert. of indebtedness.	Total cash on hand.	Total capital of school fund.
1850	\$70,804 00	.....	.....	\$22,880 65	\$93,864 61	\$144,409 76	.....	\$5,293 45	\$533,094 41
1851	.....	.....	.....	.....	21,922 91	640,500 53	.....	2,065 82	765,109 49
1852	7,272 11	\$7,881 66	\$1,902 01	5,700 00	24,924 60	681,931 71	\$122,543 14	4,777 15	819,200 50
1853	29,524 13	26,896 80	1,246 88	6,231 13	67,704 76	956,442 85	132,491 64	34,094 92	1,141,804 28
1854	33,820 07	42,024 90	5,022 28	4,616 00	85,453 25	1,415,262 50	151,266 51	34,582 11	1,670,258 77
1855	25,948 58	55,122 77	3,381 13	12,248 40	96,696 88	1,567,932 98	220,314 24	38,026 48	1,897,269 30
1856	17,613 25	50,115 13	2,336 93	12,024 97	88,090 28	1,616,570 93	291,309 84	*1,021 65	2,047,903 74
1857	25,165 19	43,023 19	7,345 68	279,879 66	355,393 72	2,380,517 64	392,673 22	42,055 69	3,090,596 53
1858	23,130 27	32,679 69	7,452 43	13,472 00	76,734 39	2,346,585 97	667,993 20	9,919 98	3,117,404 86
1859	5,377 46	36,189 31	58,017 22	18,749 41	118,333 40	2,261,211 95	760,898 91	32,647 95	3,033,945 25
1860	4,252 25	47,659 84	53,224 16	20,735 40	125,871 65	1,590,798 23	740,085 35	48,584 17	2,376,246 49
1861	7,323 89	69,575 85	53,040 54	30,266 33	160,245 61	1,561,375 54	736,864 09	37,681 02	2,431,446 69
1862	5,292 67	49,559 69	34,519 23	31,630 39	132,001 98	1,243,816 10	832,390 13	10,527 78	2,150,798 03
1863	22,981 50	142,771 83	32,922 49	93,797 69	292,433 51	1,161,005 25	897,425 15	7,280 02	2,241,722 96
1864	31,635 91	151,950 97	28,546 52	116,591 01	328,724 41	1,064,082 53	19,135 90	3,498 94	2,258,717 17
1865	31,029 31	188,495 62	27,792 50	280,982 87	538,300 30	675,037 11	289,822 75	10,465 05	1,975,324 91
1866	36,625 31	160,429 22	26,349 87	106,008 14	339,412 44	554,350 74	1,587,541 43	*80,703 25	2,061,188 92
1867	33,957 32	45,631 14	4,988 78	26,395 05	113,972 29	535,015 56	56,292 04	31,869 25	2,138,176 85
1868	33,683 81	54,293 07	3,089 86	19,303 41	110,369 65	520,557 52	684,929 31	1,418 32	2,206,807 15
1869	21,834 62	28,432 63	1,913 73	7,967 79	60,168 77	516,352 85	1,700,161 52	15,094 47	2,231,508 84
1870	22,675 77	23,830 12	1,990 99	5,351 65	53,848 53	526,542 49	1,761,085 02	18,797 42	2,309,434 93
1871	32,805 05	29,876 75	2,369 70	45,153 81	110,205 31	525,957 32	863,530 93	17,840 87	2,407,329 15
1872	34,229 79	35,144 46	1,766 27	38,291 24	109,431 76	515,606 52	1,967,161 76	5,265 65	2,488,036 93
1873	21,458 14	38,709 01	1,100 92	42,550 85	103,818 98	507,031 20	2,004,149 92	56,341 21	2,566,522 33
1874	10,390 47	36,522 07	1,676 61	33,303 96	81,893 11	477,231 21	2,088,601 55	38,320 32	2,604,143 08
1875	6,531 52	27,723 09	1,830 15	67,070 31	103,190 07	475,524 91	2,165,714 64	32,733 00	2,656,977 55



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*Common School Fund.*

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Our magnificent heritage, the sacred birthright of helpless children, has been squandered and plundered by ruthless hands

The Hon. A. C. Barry, in his report as state superintendent in 1858, deplored the gross negligence in dealing with the school funds. He said at that time, "Whoever attempts to divert any portion of our sacred school fund from its consecrated purposes of education should feel that he is treading on holy ground. That noble fund is the hope of our people—of two hundred and sixty-four thousand children now living in our midst, and of millions yet unborn. They crave the boon of education, which is their chief, as well as best, inheritance and for that education they must ever rely upon the people's colleges, the common schools of our state. Those children need a fit preparation, for they must soon wield the destinies of Wisconsin. Every dollar abstracted from the school fund, under whatever plea, will yet have to be replaced with more than compound interest, or ignorance, vice and crime will be the penalty of our children, and our children's children will have to suffer as the natural consequences of our misguided folly."

I recommend that the legislature order the immediate withdrawal from the market of all school lands owned by the state, and that no farther sales be made until the value of these lands be fixed by competent and reliable appraisers.

The following table shows the receipts to the common school and from sales of school lands, dues on certificates of sales, fines, penalties, forfeitures and taxes (the sources of this fund), the total dues outstanding on the certificates of sales, and loans, at the end of each fiscal year from 1849 to 1892, inclusive. It also shows the total cash on hand, and the capital of this fund at the end of each fiscal year.

## Common School Fund.

## SCHOOL FUND.

Year.	Sales.	Dues.	Fines and penalties, forfeitures and taxes.	Other sources, loans, &c., refunds and transfer.	Total receipts.	Total dues on certificates.	Total loans outstanding and cert. of indebtedness.	Total cabs on hand.	Total capital of school fund.
1850...	\$70,804 00	.....	.....	\$22,880 65	\$93,864 61	\$144,409 76	.....	\$5,293 45	\$533,094 41
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1852...	7,273 11	\$7,881 66	\$1,902 01	5,700 00	24,924 60	681,931 71	\$122,543 14	4,777 15	819,200 50
1853...	29,524 13	23,896 80	1,246 83	6,231 13	67,704 76	956,442 85	132,491 64	34,094 92	1,141,804 28
1854...	33,820 07	42,024 90	5,022 28	4,616 00	85,453 25	1,415,262 50	151,266 51	34,582 11	1,670,258 77
1855...	25,946 58	55,122 77	3,381 13	12,246 40	96,696 88	1,567,932 98	220,314 24	38,026 48	1,897,269 30
1856...	17,613 25	50,115 13	2,336 93	12,024 97	88,090 28	1,616,570 98	392,673 22	*1,021 65	2,047,903 74
1857...	25,165 19	48,023 19	7,345 68	279,879 66	355,393 72	2,380,547 64	667,993 20	42,055 69	3,090,596 53
1858...	23,130 27	32,679 69	7,452 43	13,472 00	76,734 39	2,346,585 97	760,898 91	9,919 98	3,117,404 86
1859...	5,377 46	36,189 31	58,017 22	18,749 41	118,333 40	2,261,211 95	740,085 35	32,647 95	3,038,945 25
1860...	4,252 25	47,659 84	53,224 16	20,735 40	125,871 65	1,590,798 23	736,864 09	48,584 17	2,376,246 49
1861...	7,323 89	69,375 85	53,040 54	30,266 33	160,245 61	1,561,375 54	832,390 13	37,681 02	2,431,446 69
1862...	5,293 67	49,559 69	34,519 23	31,630 39	132,001 98	1,243,816 10	897,425 15	10,527 78	2,150,798 03
1863...	22,981 50	142,771 83	32,922 49	93,797 69	292,423 51	1,161,005 25	1,073,427 69	7,280 02	2,241,722 96
1864...	31,635 91	151,950 97	28,546 52	116,591 01	328,724 41	1,064,082 53	1,191,135 90	3,498 94	2,258,717 17
1865...	31,029 81	188,495 62	27,792 50	280,982 87	538,300 30	675,037 11	1,289,823 75	10,465 05	1,975,324 91
1866...	36,625 21	160,423 22	26,349 87	106,008 14	339,412 44	554,350 74	1,357,541 43	*80,703 25	2,061,188 92
1867...	33,957 32	45,631 14	4,988 78	26,395 05	113,972 29	535,015 56	1,561,292 04	31,869 25	2,128,176 85
1868...	33,683 31	54,293 07	3,039 86	19,304 41	110,369 65	520,557 52	1,684,929 31	1,418 32	2,206,807 15
1869...	21,834 62	28,432 63	1,913 73	7,967 79	60,168 77	516,252 85	1,700,161 52	15,094 47	2,231,508 84
1870...	22,675 77	28,830 12	1,990 99	5,351 65	53,848 53	526,542 49	1,764,085 02	18,797 42	2,309,434 93
1871...	32,805 05	29,876 75	2,369 70	45,153 81	110,205 31	525,957 32	1,863,530 93	17,840 87	2,407,329 15
1872...	34,229 79	35,144 46	1,766 27	38,291 24	109,431 76	515,806 52	1,967,161 76	5,265 65	2,488,036 93
1873...	21,458 14	38,709 01	1,100 92	42,550 85	108,818 98	503,031 20	2,004,149 92	56,341 21	2,566,522 33
1874...	10,390 47	36,522 07	1,676 61	33,303 96	81,893 11	477,221 21	2,088,601 55	38,320 32	2,604,143 08
1875...	6,531 52	27,723 09	1,830 15	67,070 31	103,190 07	435,624 91	2,165,714 64	32,733 00	2,656,977 55

## Common School Fund.

## SCHOOL FUND—Continued.

Year.	Sales.	Dues.	Fines and penalties, forfeitures and taxes.	Other sources, loans, &c., refunds and transfer.	Total receipts.	Total dues on certificates.	Total loans outstanding and cert. of indebtedness.	Total cost on hand.	Total capital of school fund.
1876....	4,108 81	32,606 41	1,333 43	31,393 65	69,341 29	423,936 07	2,196,861 99	83,580 13	2,664,378 29
1877....	3,807 07	27,179 89	395 68	49,436 59	80,819 23	403,323 93	2,193,037 09	74,195 32	2,670,556 39
1878....	5,196 44	26,088 52	401 86	96,751 03	128,431 81	378,265 90	2,243,613 67	58,833 70	2,690,703 27
1879....	6,423 61	29,491 74	1,258 85	52,410 88	89,585 10	366,141 43	2,313,415 67	34,435 45	2,713,992 55
1880....	10,671 60	39,405 93	1,243 14	141,673 06	192,993 83	336,547 07	2,379,714 85	81,581 70	2,747,843 62
1881....	16,737 32	41,697 16	11,051 71	94,906 21	164,892 40	311,393 33	2,336,251 61	152,568 87	2,790,213 81
1882....	30,230 87	58,702 78	30,647 44	216,614 51	316,195 60	271,517 84	+2,533,760 39	7,767 35	2,849,033 08
1883....	18,484 93	41,792 59	14,843 74	273,707 89	348,828 15	250,722 84	2,655,022 36	*1,511 94	2,904,233 30
1884....	9,687 51	31,865 51	16,916 37	261,256 94	319,876 33	225,767 24	2,692,974 36	18,492 67	2,937,234 27
1885....	8,498 33	18,245 70	15,126 22	119,859 79	161,760 04	206,617 63	2,637,250 96	114,789 43	2,958,658 02
1886....	14,350 29	20,772 32	17,431 95	124,662 42	177,216 98	191,881 66	2,791,366 19	37,291 06	3,020,534 91
1887....	13,255 75	15,538 38	19,455 34	131,792 73	180,012 74	184,314 24	2,714,366 49	161,597 74	3,060,713 44
1888....	7,330 94	14,970 28	17,123 73	169,071 21	208,496 16	170,213 12	2,801,191 17	151,241 85	3,122,645 14
1889....	6,769 37	13,622 48	13,076 17	169,654 89	202,122 91	158,593 34	2,796,425 34	190,151 70	3,145,170 39
1890....	3,860 66	13,294 11	15,662 43	239,728 37	272,547 57	146,636 23	2,636,891 79	394,777 14	3,168,305 16
1891....	2,856 38	14,219 43	22,903 40	324,354 47	364,333 68	135,270 40	3,108,362 15	89,839 85	3,333,472 40
1892....	2,748 26	12,339 73	17,487 45	191,731 64	234,307 08	123,835 67	3,234,666 83	1,811 08	3,360,313 53

\*Overdrawn.

†Premium on U. S. bonds.

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*Penal Fines.*

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## THE PENAL FINES.

The third source of revenue to the school fund, mentioned in the above list, is fines. In this case lax laws and lax administration have lost hundreds of thousands of dollars, but even here we must be content to show aggregates as only long continued investigations would show a fraction of the losses in detail.

The constitution of the state provides that the "clear proceeds of all fines collected in the several counties for the breach of the penal laws" shall be added to the school funds. Our statutes provide that magistrates shall report and remit such fines to the county treasurers within thirty days after they collect them. The county treasurers are directed to remit the amount of all such fines received by them annually to the state treasurer.

For the past forty-five years the school fund has received annual gains from this source, but the total is only a small fraction of the amount that should have been secured.

The following table, which shows the amount of fines received from the several counties for the past six years, is abundant proof of carelessness or dishonesty.

*Penal Fines.**Fines received from the several counties in the fiscal years ending September 30, 1887, 1888, 1889, 1890, 1891 and 1892.*

COUNTIES.	1887.	1888.	1889.	1890.	1891.	1892.	Total.
Adams.....	\$14 70	.....	\$12 00	\$3 00	\$28 91	\$40 51	\$99 12
Ashland.....	.....	.....	.....	118 58	453 74	106 33	1,712 85
Barron.....	203 84	\$183 26	1,034 20	147 98	147 98	57 17	811 77
Bayfield.....	.....	305 76	.....	279 30	232 26	505 68	1,823 00
Brown.....	115 64	303 31	208 25	308 21	520 38	634 06	2,089 85
Buffalo.....	187 20	159 34	45 48	75 22	608 53	146 75	1,172 52
Burnett.....	49 00	134 75	.....	.....	9 80	.....	193 55
Calumet.....	81 24	112 12	288 61	69 87	136 80	10 78	699 43
Chippewa.....	114 79	256 76	279 30	207 52	950 11	353 78	2,162 26
Clark.....	386 12	109 08	114 66	206 78	313 60	270 48	1,400 72
Columbia.....	579 88	237 16	131 32	188 16	392 00	304 78	1,828 30
Crawford.....	269 50	58 80	261 17	159 74	122 50	67 62	939 33
Dane.....	997 06	1,405 19	803 43	1,000 05	1,521 32	793 52	6,510 57
Dodge.....	118 58	93 10	193 06	97 51	84 77	104 86	691 88
Door.....	96 03	24 50	141 12	291 06	160 72	77 42	790 85
Douglas.....	.....	.....	.....	355 70	2,127 58	870 24	3,353 52
Dunn.....	230 30	130 34	368 48	216 00	269 50	134 75	1,349 87
Eau Claire.....	.....	78 40	187 18	73 50	258 72	451 78	1,049 58
Florence.....	27 44	94 08	80 36	196 00	201 88	193 06	792 82
Fond du Lac.....	197 96	325 36	162 68	503 97	376 32	221 48	1,787 77
Forest.....	29 40	17 64	14 70	1 96	195 51	29 40	288 61
Grant.....	329 28	293 02	188 67	356 43	143 72	368 37	1,629 49
Green.....	400 31	380 24	488 37	524 29	250 63	249 90	2,293 81
Green Lake.....	345 06	64 63	112 70	70 56	96 04	109 76	798 80
Iowa.....	110 74	194 53	415 08	3 93	389 06	586 04	2,014 74
Jackson.....	126 42	105 84	61 50	139 16	59 78	219 52	712 23
Jefferson.....	631 12	1,116 22	213 64	662 48	222 43	439 04	3,284 96

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*Summer School.*

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of the university and the board of regents of normal schools, and the attendance was slightly increased. In 1889, the state legislature made a small appropriation of a thousand dollars a year to aid in maintaining the school, and in consequence the teaching force for that summer was increased to eight and the courses of instruction to sixteen. A marked advance in the attendance followed, the enrollment reaching one hundred and four. Since then the school has grown every year. In 1891 eleven instructors were employed, giving twenty-four courses, and one hundred and forty-five students were enrolled; while at the last session there were thirteen instructors, thirty-two courses, and one hundred and ninety students. An examination of the enrollments shows that the great majority of those in attendance are actual teachers in the schools of the state, so that the institution seems to be attaining the end for which it was established. With a view to meeting the wants of different classes of students some variation in branches of study offered at the school has been made from year to year. Further, to give variety and strength to the school some assistance has been sought from institutions in other states. In 1889, Professor Davis of Harvard University, was brought here to give a course in physical geography. Professor Kimball from Johns Hopkins gave courses in physics in 1889 and 1890. Professor Coulter from De Pauw University gave a course in botany in 1889, and Professor Saunders from Cornell gave a course in physics. Most of the instruction in the school, however, has been given by members of the faculty of the University of Wisconsin.

The statistics relating to the summer school for the years 1891 and 1892 are given in the following tables:

*Penal Fines.*

*Fines received from the several counties in the fiscal years ending September 30, 1887, 1888, 1889, 1890, 1891 and 1892.*

COUNTIES.	1887.	1888.	1889.	1890.	1891.	1892.	Total.
Waukesha.....	\$159 74	\$187 18	\$142 10	\$156 80	\$289 30	\$253 01	\$1,188 13
Waupaca.....	46 06	152 88	182 80	182 80	168 60	121 52	751 66
Waushara.....	66 64	53 90	19 68	86 24	123 48	19 60	369 46
Winnebago.....	296 94	350 89	268 52	331 24	648 50	686 49	2,582 07
Wood.....	186 96	111 65	180 84	86 24	126 42	226 38	867 99
Total.....	\$13,053 87	\$17,111 91	\$12,986 57	\$15,739 09	\$22,616 30	\$17,227 07	\$98,734 31

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*Penal Fines.*

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As early as 1853, Hon. Azel P. Ladd, state superintendent, said, in relation to these fines:

"Judging from the amount which, from this source, finds its way into the treasury, it might be deemed that the state was in the enjoyment of a rare exemption from crime. The inconsistency of this presumption with facts, leads to the other belief, that but a small portion of the fines collected are paid to the state. The amount cannot be small which is thus lost to the school fund from the suspicious negligence, or open dishonesty, of public officers."

An examination of the public records from 1870 to 1880 shows that the annual additions to the school fund from this source amounted to from \$300 to \$1,100 per annum. In 1881 Attorney General Wilson found that many county treasurers were placing the amounts of the fines paid to them in the general funds of their counties and not transmitting them to the state treasurer. He commenced suit against one county treasurer and ultimately secured a favorable decision from the state supreme court which compelled the county treasurers to forward the amount of such fines in their hands to the state treasurer. In 1882 the school fund received \$20,557.75 from this source. There has been a decrease since that time, as the subjoined table shows. This table also shows that the amounts returned by the several counties frequently bear no fair proportion to their population or wealth. The localities where the fundamental law of the land is violated are thus securing benefits at the expense of their more scrupulous neighbors. The laxity of the law robs children of their birthrights and puts a premium on dishonesty.

The trouble is not now with the county treasurers—they pay to the state treasurer the amounts they receive—it lies with the many justices of the peace who have come to consider the fines as official perquisites.

The following brief tables of contrasts makes the discrepancies mentioned more conspicuous. In the case of twelve counties I have given the population of each and the total



*Certificates of Indebtedness.*

amount of fines paid in the years 1887 to 1892, inclusive. I have also added the totals for six counties which have paid large amounts in proportion to their population and the totals for six counties which have paid comparatively small amounts.

Dane.....	59,978	\$6,510	Milwaukee.....	236,101	\$1,947
Rock.....	43,220	5,846	Dodge.....	44,984	691
Douglas.....	18,468	3,253	Kewaunee.....	16,168	41
Trempealeau.....	18,920	3,713	Washington.....	22,751	285
Jefferson.....	33,530	3,281	Outagamie.....	38,690	509
Pierce.....	20,385	2,045	Marquette.....	9,676	110
6 Counties....	189,501	\$24,771	6 Counties.....	368,355	\$3,583

I recommend that the legislature give authority to some competent officer, who is interested in the enlargement of the school fund, to examine the dockets of justices of the peace and to commence action against those who do not make complete records of all convictions and fines in their dockets, or who do not report and remit the fines collected to the proper county officers.

## CERTIFICATES OF INDEBTEDNESS.

The following summary exhibits the several items that constitute the state school fund:

Nominal amount of common school fund.....	\$3,358,502.50
Amounts represented by certificates of indebtedness.....	1,563,700.00
Actual amount of funds available for investment....	\$1,794,802.50
Nominal amount of university fund .....	\$328,629.57
Amount represented by certificates of indebtedness .....	111,000.00
Actual amount available for investment.....	\$117,629.57
Nominal amount of agricultural college fund ..	\$299,054.00
Actual amount available for investment ..	230,354.00
Amounts represented by certificates of indebtedness .....	\$60,600.00
Nominal amount of normal school fund .....	\$1,774,375.42
Amounts represented by certificates of indebtedness.....	\$515,700.00
Actual amount available for investment .....	\$1,258,675.42
Nominal amount of the entire school fund .....	\$5,652,461.49
Total amount represented by certificates of indebtedness...	2,251,000.00
Actual amount of productive funds.....	\$3,401,461.49

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*Certificates of Indebtedness.*

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The language of the constitution clearly expresses an intention to make the school fund a perpetual, productive fund, the purpose of whose income should be to lessen the burden of taxation for school purposes. It was to stand side by side with the industries of the state in producing a revenue sufficient to meet the demands of the state for popular education.

It will be observed that the fund is derived from sources which entail no burdens upon the people of the state. The purposes of the fund can be realized only when it is in actual existence as a productive fund independent of the taxable property of the state. The state government was made its trustee and the people of the state its beneficiaries. A brief statement of the present condition of the school fund is necessary to make evident the manner in which this sacred trust has been administered.

The nominal amount of the school funds is \$5,652,461.59. The report of the secretary of state shows that \$2,251,900.00 of this amount is in the form of certificates of indebtedness to the state of Wisconsin, and the remaining portion is invested in bonds in accordance with law. The certificates of indebtedness are evidences of the disappearance of nearly one-half of the the school funds. The rate of interest on these certificates is seven per cent. The state is thereby made debtor to the funds to which it bears the relation of trustee. The disadvantage that follows is evident. Instead of a productive fund whose income diminishes the weight of taxation, there is a state debt by reason of which the annual tax levy is greatly increased. A debt is not the equivalent of a productive fund. Were the entire fund available for loans in accordance with the requirements of the constitution the income would be a charge upon private enterprises, and its use for public purposes would, to that extent, lessen public burdens.

The common school fund may be taken as an illustration. For the year ending September 30, 1892, the entire common school fund income was \$205,047.85. Of this amount \$109,459.00 was derived from the interest upon the certificates of indebted-

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*Certificates of Indebtedness.*

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ness, and was raised by a tax upon the industry of the people of the state. Only a small part of this would have been necessary had the entire fund been invested in the bonds of public corporations, as the fund in such case would have well-nigh earned an equivalent amount to take the place of the tax as a revenue to be used in the support of the common schools. No difficulty is experienced by the present commissioners in making safe investments of all the available school fund. The demand is greatly in excess of the amount at their disposal.

The law which directed the investment of the school fund in the purchase of state bonds provided for the cancellation of the bonds and the substitution therefor of the certificates of indebtedness. The certificates are non-negotiable and non-transferable. No provision whatever is made for their payment. The discretionary authority of the commissioners, who are clothed with constitutional powers over its investment, is thereby destroyed by the force of statutory enactment. The effect is the creation of a perpetual state debt, requiring the levy and collection of an annual state tax to the amount of \$157,570.00 to pay the interest thereon. The interest paid by the people thus far amounts to more than \$4,200,000.00, and the process seems only just begun. It is thus apparent that additional burdens of taxation are the only fruits of the school fund, the very result it was intended to avoid.

The history of the management of the school fund is exceedingly difficult of definite statement. The records to be examined are so voluminous and of such a complicated character that expert service for a long period of time would be required.

Through the courtesy of the secretary of state access to the records was secured and an examination of them was made, under the direction of the book-keeper of the state department. The late D. H. Tullis, former book-keeper in the state department for more than a quarter of a century, was consulted. He stated that it would be impossible to determine the facts because a large part of one side of the account had never been entered, and the original vouchers were not on file in the office.

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*Certificates of Indebtedness.*

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The number of vouchers in the "Volunteer Aid" account exceeds two hundred thousand. Those in the "War Fund" account exceed them in bulk but they are not numbered. As many of them represent large expenditures of money their number is probably less. None of the latter, however, are original documents; they all purport to be duplicates of the originals which were forwarded to Washington as evidence of the validity of the state's claim to reimbursement. Not having a clerical force adequate to the proper investigation of these accounts, a statement in detail of the disposition of the trust funds loaned to the state is not practicable. What follows will be confined to some of the things discovered upon examining the books and prior statements made by state officials.

The statement of receipts and expenditures for "war purposes," given on page 276 of secretary Timme's last biennial report, when compared with a like statement made under his direction and in pursuance of a joint resolution of the legislature of 1882, published in a compilation of the laws relating to the swamp land fund, reveals discrepancies that do not admit of ready explanation. The task of explanation grows more embarrassing upon comparing these with the ledgers in the state department and with following statement of the account between this state and the United States, furnished me, through the courtesy of Senator Vilas, by the treasurer of the United States.

TREASURY DEPARTMENT,

Office of the Secretary,

Washington, D. C., August 2, 1892.

Hon. WILLIAM F. VILAS, United States Senate,

Sir: Referring to the request for information contained in the enclosed letter addressed to you by the Superintendent of Public Instruction of the State of Wisconsin, relative to the amount of money allowed and actually refunded to said state by the United States, on account of "War Claims," and credits given said state in its settlements with the United States on account of a direct tax apportionment, I have the honor to advise you that the records of this department show the following payments on account of "War Claims:"

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*Certificates of Indebtedness.*

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brief history of the state debt. Again in 1875 he published a fuller account of the debt, but in neither of his histories does he mention the receipt of a dollar from the general government. The ordinary reader would never gather from these several elaborate histories of the state debt and the expenditures by the state for war purposes that the general government bore any part of the state's expenditures in its behalf, but would assume that the state generously donated four or five million dollars to aid in suppressing the insurrection in far distant states. A good book-keeper might discover in the secretary's tables the amount refunded as claimed by him, but he would get no hint as to the meaning of these items. The reason for such omission of the amounts paid by the general government to the state is not apparent.

It should be observed in this connection that the statements of the secretary of state, to which reference has been made, were published in an effort to satisfy a demand of the people for information as to the use made of the trust funds. The failure of this official to make two statements consistent with themselves and with the books under his control is sufficient to awaken suspicion and to justify a demand for a thorough investigation under the direction of an expert accountant. It would be interesting for patrons of schools to know the details of the management of the school fund whereby it was converted into a perpetual obligation, defeating the purposes of its creation.

A word upon the character of the legislation that authorized the commissioners to loan the trust funds to the state is essential to the completeness of this statement. Section 10. Article I, of the Federal Constitution, prohibits the state from engaging in war "unless actually invaded, or in such imminent danger as will not admit of delay." It will be conceded that the state of Wisconsin at no time during the Civil War engaged in war in its corporate capacity, or was actually invaded, or even experienced a remote danger of invasion. Section 7, Article

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*Certificates of Indebtedness.*

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VIII, of the state constitution, authorizes "The legislature to borrow money to repel invasion, suppress insurrection, or defend the state in time of war; but the money thus raised shall be applied exclusively to the object for which the loan was authorized, or to the repayment of the debt thereby created." Chapter 224, laws of 1862, authorized the governor to secure an offset of claims against moneys due the United States for the purposes of "providing a military force to aid in protecting and defending the constitution and the union." This phrase accurately defines the only purpose for which the state could, at that time, incur a war debt. The history of the state during the period of the Civil War does not furnish a single event that would justify the legislature in borrowing and expending money under this section of the state constitution; nor was there such an event during the year that followed the surrender of the confederate forces. Notwithstanding all this, the legislature of Wisconsin enacted and published Chapter 478, laws of 1865, on June 3, 1865, section 1 of which reads as follows:

"The governor, secretary of state and state treasurer, or a majority of them, are hereby authorized and directed, in the name and behalf of the people of this state, for the purpose of organizing and bringing into and sustaining in active service the volunteer militia, to repel invasion, suppress insurrection, or defend the state in time of war, to negotiate and contract for a loan or loans for such sum or sums of money as they may deem necessary for the purposes indicated in this act, not exceeding in the aggregate the sum of eight hundred and fifty thousand dollars. They shall issue for the same certificates of indebtedness, bearing interest at a rate not exceeding seven per cent. per annum, payable at the pleasure of the state treasurer, on or before seven months from the date of the said certificate: *provided*, that no certificates of indebtedness authorized by this act, shall be sold at less than par. The proceeds of said loan shall be paid into and constitute a part of the war fund."

It is needless to add that this measure was not authorized by the constitution, nor can its enactment be based upon the exigencies of the times, or the patriotic motives of its promoters. The authority conferred by this section of the constitution, quoted above, was exercised without regard to the prescribed limitations for purposes of very doubtful merit. However, it

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*Certificates of Indebtedness.*

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is the only assigned reason for converting trust funds to the amount of \$919,300 into certificates of indebtedness, in addition to the \$1,331,700 previously taken, thus augmenting the cost of maintaining public schools to the people of the state. A law that confers authority under our government is one whose enactment is authorized by the constitution. Neither the spirit nor the letter of this instrument justifies the loaning and expenditure of money "for war purposes" in time of peace.

The unconstitutionality of these laws becomes more evident as the constitutional provisions relating to the school funds are studied. "The proceeds," variously specified, "shall be set apart as a separate fund, to be called the school fund, the interest of which, and all other revenues derived from the school lands, shall be exclusively applied to the following objects, to wit:

1. To the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor.

2. The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.

Still more emphatic are the constitutional provisions relating to the state university: "The proceeds of all lands that have been or may hereafter be granted by the United States to the State for the support of a university, shall be and remain a perpetual fund to be called the University fund, the interest of which shall be appropriated to the support of the State University."

It is difficult to see how laws providing for the appropriation to other purposes of funds thus set apart, and omitting all provision for their restoration can be regarded as constitutional. The state was made trustee of the school funds and held them in that capacity for school purposes, agreeable to the express terms of the "Ordinance of 1787." Under these circumstances statutory enactment fails as a justification for diverting them from the specific purposes to which they were devoted by the national government.

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*Apportionment of the School Fund Income.*

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A diligent study of the records and a careful examination of the laws and of published reports have not enabled me to write the history of the depletion of the school funds. The variation of the ledger accounts at Madison and at Washington, the divergences in the various official statements, many of which are not here enumerated, the absence of all original vouchers in one large account, and the disappearance of many others in other accounts whose files are ostensibly complete, render any attempt at making a trustworthy statement precarious. It would have afforded me great satisfaction to be able to give such a clear and complete account of these transactions as the books of a great business enterprise honestly managed ought to show. This seems evident: that a wise administration of all the provisions relating to the school fund should have resulted in a permanent endowment of from \$15,000,000 to \$20,000,000; that we have instead cash and money invested to the amount of \$3,401,461.49 and a permanent state debt of \$2,251,000; that the application of the available productive funds to the liquidation of the state debt would practically leave the state as though no provision had ever been made for the support of its schools; that the necessity for the disappearance of this money is not apparent; that the laws and the records bear witness to transactions of more than doubtful propriety, and that the security for the debt is of questionable validity.

I recommend that the secretary of state be directed to employ such expert assistance as may be necessary to prepare a complete and accurate account of all expenditures for war purposes, and that it be published at the earliest day practicable.

#### · APPORTIONMENT OF THE SCHOOL FUND INCOME.

The school fund income for the year ending June 15, 1891, amounted to \$806,810.46. This sum was apportioned to the several towns, villages and cities of the state upon the basis of the number of children between the ages of four and twenty



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*Webster's International Dictionary.*

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residing therein on the 30th of June, 1890. The total number of children reported was 592,372, which made the per capita allowance \$1.362.

The legislature of 1891 effected a change in the law, requiring the separate apportionment of the one-mill state tax. This part of the state school fund income is now apportioned on the first of November, in advance of its levy and collection. In accordance with the requirements of this statute, the first apportionment of the mill tax was made on November 1, 1891, the amount of which was \$623,859.42. The basis for this apportionment was the census for the year ending June 30, 1891, which showed the number of children of school age to be 609,289, making the per capita allowance \$1,024. On June 15, 1892, the income, amounting to \$201,028.51 was apportioned upon the same basis, the per capita allowance being thirty-three cents.

The change in the time and manner of apportionment of the mill tax results to the advantage of tax payers. By arrangement the proceeds of this tax are paid to school districts about the first of April, which is sufficiently early to be available in meeting the expenses of the schools for the current year. Formerly this large amount of money was collected from the people in January and transferred to the state treasury, where it remained until the close of the following June before it found its way back to the county treasuries. Finally it reached district treasuries during the long summer vacation when there was no immediate demand for it. The experience of the past year commends the wisdom of legislation by which the money collected from the people for school purposes is placed at their disposal at the earliest date practicable.

#### WEBSTER'S INTERNATIONAL DICTIONARY.

Since the date of the last report of this department and up to and including the 30th day of September, 1892, there were urnished free to school districts, under section 509, R. S.,

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*Sale of School Codes.*

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seven hundred and ninety-two copies of Webster's International Dictionary. The certified applications of school officers for these dictionaries are on file in this office. Under the same section of the revised statutes, five hundred and two copies were sold to school districts upon the verified applications of school officers, which are also on file in this office

#### SALE OF SCHOOL CODES.

Since the 5th of January, 1891, there have been sold two hundred and forty-four copies of the school code to persons not entitled to them free of charge. The proceeds of these sales have been turned into the state treasury and receipts for the same are on file in this office.



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## PART II.

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## STATISTICAL TABLES.

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1—S. S.

## Census Statistics.

## CENSUS STATISTICS — 1890-91.

COUNTIES — Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 w'ks or more.	No. who att'd priv. sch. 12 w'ks or more.
Totals.....	216,816	207,043	423,859	197,987	162,213	17,984
Adams.....	1,422	1,309	2,731	1,331	1,109	2
Ashland.....	1,118	1,068	2,206	1,377	1,441	170
Barron.....	2,685	2,490	5,175	2,168	1,854	47
Bayfield.....	763	797	1,560	695	656	2
Brown.....	4,940	4,596	9,536	4,533	3,244	690
Buffalo.....	8,148	3,008	6,156	2,835	2,282	104
Burnett.....	882	853	1,734	821	570	1
Calumet.....	3,423	3,303	6,726	3,132	2,146	821
Chippewa.....	4,811	4,748	9,559	4,475	3,498	843
Clark.....	3,452	3,258	6,710	3,282	2,874	157
Columbia.....	3,535	3,395	6,930	3,040	2,650	65
Crawford.....	2,554	2,495	5,049	2,401	2,143	1
Dane { 1st Dist.....	4,447	4,133	8,580	3,505	3,180	156
{ 2nd Dist.....	3,670	3,502	7,172	3,257	2,683	380
Dodge.....	7,157	6,719	13,876	6,103	5,340	1,166
Door.....	2,924	2,694	5,618	2,670	2,125	44
Douglas.....	2,103	2,009	4,112	2,018	1,620	191
Dunn.....	3,343	3,267	6,610	3,141	2,379	15
Eau Claire.....	2,505	2,389	4,844	2,219	2,006	87
Florence.....	349	336	685	396	324	1
Fond du Lac.....	5,268	5,088	10,356	4,621	3,600	1,002

*Census Statistics.*

	102	87	189	124	79	.....	444	79
Forest.....	6,795	6,442	13,244	5,982	5,688	.....	444	5,688
Grant.....	3,874	3,522	7,396	3,613	3,379	.....	2	3,379
Green.....	2,136	1,969	4,105	1,982	1,563	.....	91	1,563
Green Lake.....	8,624	3,520	7,144	3,278	2,642	.....	113	2,642
Iowa.....	3,047	2,858	5,915	2,791	2,210	.....	63	2,210
Jackson.....	4,907	4,764	9,671	4,458	3,832	.....	604	3,832
Jefferson.....	3,096	3,074	6,170	3,014	2,530	.....	69	2,530
Juneau.....	1,513	1,510	3,023	1,431	1,131	.....	167	1,131
Kenosha.....	3,492	3,451	6,943	3,519	2,761	.....	414	2,761
Kewaunee.....	2,599	3,418	5,017	3,387	2,119	.....	184	2,119
La Crosse.....	3,611	3,466	7,077	3,326	2,902	.....	22	2,902
La Fayette.....	963	889	1,802	886	740	.....	28	740
Langlade.....	861	937	1,788	826	781	.....	71	781
Lincoln.....	7,734	7,356	15,070	6,291	4,819	.....	1,611	4,819
Manitowoc.....	4,485	4,145	8,630	4,395	3,367	.....	255	3,367
Marathon.....	1,084	1,598	3,282	1,532	1,211	.....	139	1,211
Marquette.....	1,877	1,852	3,729	1,800	1,535	.....	55	1,535
Milwaukee.....	4,390	4,315	8,705	3,994	2,831	.....	983	2,831
Monroe.....	4,378	4,327	8,705	4,302	3,723	.....	254	3,723
Monroe.....	2,258	1,929	4,187	2,072	1,524	.....	22	1,524
Oconto.....	701	657	1,353	685	625	.....	.....	625
Oneida.....	4,260	3,984	8,244	3,880	3,204	.....	462	3,204
Outagamie.....	3,021	2,912	5,933	2,787	2,065	.....	598	2,065
Ozaukee.....	1,296	1,210	2,506	1,195	932	.....	39	932
Pepin.....	3,821	3,662	7,483	3,269	2,645	.....	66	2,645
Pierce.....	2,729	2,446	5,175	2,531	1,909	.....	52	1,909
Polk.....	3,447	3,130	6,577	2,833	2,234	.....	143	2,234
Portage.....	798	721	1,519	819	746	.....	.....	746
Price.....	2,563	2,352	4,915	2,152	1,590	.....	413	1,590
Racine.....	3,502	3,437	6,939	3,338	2,848	.....	18	2,848
Richland.....	2,336	2,199	4,535	2,056	1,753	.....	45	1,753
Rock { 1st Dist.....	1,839	1,780	3,609	1,614	1,486	.....	17	1,486
Rock { 2nd Dist.....	3,890	3,496	7,536	3,551	3,116	.....	61	3,116
St. Croix.....	4,705	4,452	9,157	4,236	3,577	.....	226	3,577
Sauk.....	218	219	437	220	186	.....	8	186
Sawyer.....						.....		

*Census Statistics.*

## CENSUS STATISTICS — 1890-91. — Continued.

COUNTIES — Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 w'ks or more.	No. who att'd priv. sch. 12 w'ks or more.
Shawano.....	3,839	3,679	7,518	3,795	2,645	583
Sheboygan.....	4,818	4,596	9,414	4,449	3,713	622
Taylor.....	1,351	1,223	2,574	1,226	1,044	119
Trempealeau.....	3,795	3,586	7,381	3,397	2,562	190
Vernon.....	4,891	4,756	9,647	4,344	3,718	27
Walworth.....	3,527	3,360	6,887	2,956	2,693	71
Washburn.....	4,444	338	802	431	365	4
Washington.....	4,454	4,350	8,807	3,631	2,739	1,052
Waukesha.....	5,397	5,156	10,553	5,256	4,550	414
Waupaca.....	4,430	4,167	8,597	4,342	3,478	264
Waushara.....	2,611	2,416	5,027	2,874	2,191	47
Winnebago.....	2,956	2,786	5,742	2,720	2,353	207
Wood.....	3,252	2,981	6,233	3,245	2,031	665

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE.—1890-91.

COUNTIES — Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils, in days.	Days taught, aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	Total No. who have attended pub. school.			
				Male.	Female.		
Totals .....	274,807	401	945	140,856	133,860	23,506,486	1,140,845
Adams .....	2,012	1	8	1,124	978	149,768	13,305
Ashland .....	1,353	11	8	635	713	122,684	5,185
Barron .....	3,521	.....	3	1,839	1,696	269,610	16,636
Bayfield .....	690	.....	3	347	2,248	73,525	2,731
Brown .....	4,814	.....	1	2,485	2,245	687,897	8,947
Buffalo .....	4,245	16	.....	2,145	2,118	351,561	14,879
Burnett .....	1,179	.....	5	597	605	69,472	3,815
Calumet .....	3,391	3	1	1,779	1,608	323,664	1,798
Chippewa .....	5,453	8	10	2,806	2,659	465,452	21,357
Clark .....	4,563	2	8	2,251	2,324	384,393	19,514
Columbia .....	5,889	9	24	2,795	2,519	442,791	28,372
Crawford .....	2,760	7	33	1,946	1,799	363,196	17,785
Dane. { 1st. Dist .....	5,447	.....	12	3,094	2,806	462,409	31,895
Dane. { 2d. Dist .....	4,881	3	24	2,587	2,318	421,928	24,003
Dodge .....	8,474	5	15	4,862	4,180	751,976	38,323
Door .....	3,880	3	7	1,924	1,717	257,162	10,504
Douglas .....	2,634	2	7	1,316	1,332	242,815	2,349
Dunn .....	5,090	7	18	2,485	2,407	342,080	17,429
Eau Claire .....	3,220	.....	8	1,709	1,606	279,701	13,054



*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE. — 1890-91. — Continued.

COUNTRIES—Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils in days.	Days taught, aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	Total No. who have attended pub. school.			
				Male.	Female.		
Florence.....	575	.....	.....	305	270	65,201	2,355
Fond du Lac.....	6,291	.....	20	3,281	2,930	536,788	34,071
Forest.....	149	.....	.....	53	47	11,878	1,886
Grant.....	9,911	3	38	5,002	4,784	931,436	41,434
Green.....	5,658	15	43	2,786	2,606	482,904	27,383
Green Lake.....	2,611	1	6	1,261	1,116	185,175	14,031
Iowa.....	5,406	63	146	2,837	2,715	428,250	22,161
Jackson.....	4,360	4	23	2,253	2,134	360,345	14,307
Jefferson.....	4,959	6	10	3,101	2,874	555,324	27,635
Juneau.....	4,651	1	20	2,337	2,335	431,527	13,166
Kenosha.....	1,874	14	23	978	933	143,652	11,415
Kewaunee.....	4,169	10	15	2,185	1,990	394,134	18,020
La Crosse.....	3,320	5	7	1,673	1,659	287,583	12,275
La Fayette.....	5,309	3	12	2,689	2,635	476,169	25,797
Langlade.....	1,144	.....	.....	605	554	101,751	8,349
Lincoln.....	901	.....	.....	434	484	50,826	6,185
Manitowoc.....	7,580	2	2	4,008	3,576	815,720	23,125
Marathon.....	4,941	8	6	2,571	2,488	508,196	22,828
Marquette.....	2,049	4	.....	1,011	1,088	149,808	55,102
Marquette.....	2,818	5	14	1,236	1,203	191,734	11,052
Milwaukee.....	4,590	4	2	2,327	2,225	470,849	18,867
Monroe.....	6,339	.....	38	3,085	2,906	512,138	24,689

COUNTIES — Exclusive of cities  
under city superintendent.

*Enrollment and Attendance.*

	1	13	1,343	1,245	230,238	9,311
Oconto.....	.....	.....	.....	.....	92,232	1,840
Oneida.....	41	3	2,644	2,449	407,648	26,931
Outagamie.....	.....	.....	.....	.....	286,368	11,219
Ozaukee.....	.....	1	1,551	1,303	141,382	7,220
Pepin.....	6	2	1,937	884	408,441	20,029
Pierce.....	4	20	2,452	2,555	251,436	14,781
Polk.....	2	7	1,965	1,715	239,984	13,152
Portage.....	1	12	1,557	1,487	110,274	1,406
Price.....	.....	.....	635	577	273,394	16,560
Racine.....	.....	4	1,290	1,086	435,215	22,557
Richland.....	6	43	2,934	2,873	265,016	20,685
Rock } 1st. Dist.....	4	10	1,686	1,687	236,392	19,867
Rock } 2d. Dist.....	.....	7	1,339	1,327	207,392	3,549
St. Croix.....	5	11	2,792	2,783	494,292	30,298
Sauk.....	4	20	3,292	3,128	35,508	2,332
Sawyer.....	486	8	219	217	284,297	14,800
Shawano.....	21	8	2,178	2,080	504,121	24,277
Sheboygan.....	3	23	2,974	2,825	147,088	8,475
Taylor.....	7	1	696	696	324,990	16,926
Trempealeau.....	22	10	2,392	2,124	582,175	21,826
Vernon.....	8	47	3,715	3,766	592,200	28,464
Walworth.....	12	17	2,888	2,763	75,939	3,165
Washington.....	722	2	391	302	363,379	21,717
Waushara.....	15	3	3,356	2,187	653,199	24,417
Waupaca.....	3	3	3,791	3,575	435,393	24,032
Waushara.....	4	18	2,741	2,659	255,162	22,550
Winnebago.....	4	14	1,893	1,806	276,449	23,211
Wood.....	1	16	2,054	1,921	308,047	10,836
Wood ...	1	2	1,767	1,733	.....	.....

*Teachers and Superintendents.*

## TEACHERS AND SUPERINTENDENTS — 1890-91.

COUNTIES — Exclusive of cities under city superintendents.	TEACHERS EMPLOYED.		TEACHERS' AVERAGE WAGES.		SUPERINTENDENT'S VISITS.	
	Male.	Female.	Total.	For Males.	For Females.	No. visits made.
Totals.....	2,188	8,540	10,678	\$44 96	\$29 65	3,827
Adams.....	13	122	135	\$30 00	\$20 00	66
Ashland.....	8	43	51	68 80	41 75	28
Barron.....	42	148	190	39 00	28 50	105
Bayfield.....	5	21	26	90 00	44 20	22
Brown.....	22	73	95	45 28	28 06	94
Buffalo.....	51	85	136	40 12	28 59	97
Burnett.....	9	34	43	35 47	32 66	26
Calumet.....	24	69	96	39 42	30 02	67
Chippewa.....	40	238	278	35 57	30 75	99
Clark.....	28	181	215	45 00	30 00	124
Columbia.....	58	229	387	41 73	24 19	144
Crawford.....	26	158	184	36 42	22 24	100
Dane, { 1st Dist.....	34	190	224	49 28	28 80	120
{ 2nd Dist.....	49	172	221	41 40	25 84	80
Dodge.....	65	199	264	43 64	27 00	181
Door.....	24	57	81	38 88	31 04	65
Douglas.....	9	49	58	78 33	49 29	58
Dunn.....	85	153	182	39 50	29 25	124
Eau Claire.....	15	114	129	54 20	28 98	95
Florence.....	5	12	17	61 25	40 23	9
Fond du Lac.....	49	267	316	47 00	52 00	168
Forest.....	1	11	12	35 00	33 15	24
Grant.....	60	314	386	45 88	24 53	75
						8,527

*Teachers and Superintendents.*

	60	242	322	39 00	24 50	85	109
Green .....	21	105	126	26 00	26 10	109	109
Green Lake.....	33	180	213	47 79	24 38	123	.....
Iowa.....	35	187	218	36 87	28 24	82	188
Jackson.....	33	185	218	54 77	27 35	46	74
Jefferson.....	26	165	191	49 27	24 60	96	167
Juneau.....	25	61	86	39 22	32 08	61	101
Kenosha .....	39	29	68	45 96	30 40	66	107
Kewaunee.....	25	87	112	38 90	28 35	67	192
La Crosse.....	52	186	238	37 68	24 13	65	76
La Fayette.....	12	82	94	33 25	31 00	60	150
Langlade.....	8	38	46	35 86	33 14	42	72
Lincoln.....	58	88	146	46 15	33 62	107	120
Manitowoc.....	61	128	189	39 00	33 25	127	134
Marathon .....	14	38	52	51 56	33 39	39	120
Marquette.....	20	84	104	40 00	20 75	67	143
Milwaukee .....	46	55	101	53 40	35 56	67	168
Monroe .....	39	198	237	45 60	23 99	138	149
Oconto.....	23	58	81	47 30	30 09	55	93
Oncida.....	6	25	31	41 00	39 29	20	30
Outagamie .....	26	150	176	41 55	27 67	116	219
Ozaukee .....	34	41	75	52 19	32 77	59	146
Pepin .....	13	58	71	44 96	26 67	47	83
Pierce.....	45	148	193	44 76	30 26	104	138
Polk .....	36	130	166	39 16	30 19	92	112
Portage.....	17	127	144	39 32	25 04	83	123
Price.....	11	60	71	59 66	37 64	39	46
Racine.....	16	83	109	43 00	27 58	71	79
Richland .....	43	210	253	40 82	24 23	105	120
Rock { 1st Dist. ....	24	153	177	51 60	29 08	86	216
Rock { 2nd Dist. ....	12	141	163	38 50	27 07	86	135
St. Croix.....	47	177	224	40 70	32 35	114	155
Sauk.....	48	216	264	36 50	27 50	174	185
Sawyer.....	4	26	30	84 86	37 23	16	53
Shawano.....	23	118	141	80 32	27 17	97	140
Sheboygan.....	61	130	191	44 73	25 64	113	153

*Teachers and Superintendents.*

## TEACHERS AND SUPERINTENDENTS — 1890-91. — Continued.

COUNTIES — Exclusive of cities, under city superintendents.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.		SUPERINTENDENT'S VISITS.	
	Male.	Female.	Total.	For Males.	For Females.	Schools visited.	No. visits made.
Taylor.....	11	63	74	\$43 81	\$31 21	20	20
Trempealeau.....	29	122	151	46 30	26 60	112	120
Vernon.....	68	221	289	37 38	24 04	160	190
Walworth.....	48	194	242	48 54	28 70	115	125
Washburn.....	4	28	32	32 50	32 40	17	32
Washington.....	49	92	140	50 00	29 00	95	130
Waukesha.....	41	184	225	54 50	29 00	105	110
Waupaca.....	34	169	203	39 63	26 58	92	105
Waushara.....	27	155	182	28 70	23 10	100	181
Winnebago.....	22	147	169	38 33	25 08	95	98
Wood.....	27	87	114	47 28	28 67	64	102

*Teachers' Certificates.*

## TEACHERS' CERTIFICATES — 1890-91.

COUNTIES — Exclusive of cities under city superintendents.	'CERTIFICATES GRANTED BY THE CO. SUP'T.										Appli- cants re- fused certifi- cates.	Limited certifi- cates granted	Teach- ers hold- ing state certifi- cates.	Normal teachers gradu- ates.	Normal teachers non-grad- uates.
	1st. Grade.		2nd Grade.		3rd Grade.		Total.								
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.	Males.	Fem.							
Total.....	175	146	294	622	1,415	6,020	8,672	4,298	1,726	137	145	1,306			
Adams.....	2	1	5	10	10	88	116	49	6		2				
Ashland.....			2	2	22	58	64	8	8						
Barron.....	1		3	10	23	103	139	72			3		17		
Bayfield.....	1	1			3	16	24			1					
Brown.....	1		2	6	14	75	98	54	5				24		
Buffalo.....	3	3	10	10	34	46	106	63	5			3	10		
Burnett.....			2	2	7	31	42	3	10		1		1		
Calumet.....	3		2	5	20	70	100	39	39		1	3	50		
Chippewa.....	2	4	2	18	21	186	233	128	72						
Clark.....	5	4	3	11	16	136	175	54	2						
Columbia.....	5	2	10	18	44	132	211	127	45						
Crawford.....	4	2	4	7	16	136	169	72	95		6			12	
Dane — 1st Dist.....	1	3	1	10	38	145	198	112	18		6	1	40	4	
Dane — 2nd Dist.....	6	8	2	16	35	143	210	113	23		1	1	7	38	
Dodge.....	4	5	10	24	43	73	158	160	12		4	6	14	14	
Door.....	1	1	2	6	18	64	99	47	6						
Douglas.....	4	2	2	18	4	38	68	27	10			8	5	37	
Dunn.....	3	7	7	18	16	105	156	54	29		2	3	3	18	
Eau Claire.....	3	2	2	8	13	81	109	62	14		1	4	8	8	
For nce.....			1	1	8	8	13		4					3	

*Teachers' Certificates.*

## TEACHERS' CERTIFICATES. — 1890-91.

COUNTIES — Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY THE CO. SUP'T.										Applicants re- fused certi- ficates.	Limited certifi- cates granted.	Teach- ers hold- ing state certifi- cates.	Normal teach- ers gradu- ates.	Normal teachers non-grad- uates.
	1st. Grade.		2nd Grade.		3rd Grade.		Total.								
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.									
Fond du Lac.....	1	.....	3	4	46	131	185	105	26	5	3	70			
Forest .....	.....	.....	.....	2	1	9	12	.....	1	.....	.....	.....	.....	.....	3
Grant .....	4	4	6	7	32	133	186	257	2	.....	.....	.....	.....	.....	.....
Green .....	3	1	4	8	84	141	191	82	46	1	.....	.....	.....	.....	.....
Green Lake.....	2	1	6	4	7	97	117	37	4	.....	.....	.....	.....	.....	.....
Iowa.....	4	12	1	6	25	146	194	106	75	2	.....	.....	.....	.....	.....
Jackson.....	3	3	3	14	19	95	137	42	35	2	7	13	.....	.....	.....
Jefferson.....	3	3	6	23	17	143	195	94	46	6	1	6	.....	.....	.....
Juneau .....	3	1	2	4	26	148	184	79	51	9	5	10	.....	.....	.....
Kenosha.....	.....	1	6	3	22	53	85	39	15	3	3	32	.....	.....	.....
Kewaunee.....	.....	.....	3	1	17	18	39	24	.....	1	4	17	.....	.....	.....
La Crosse.....	2	3	1	5	14	63	87	32	6	2	1	9	.....	.....	.....
La Fayette.....	4	5	8	25	37	135	214	75	9	1	3	53	.....	.....	.....
Langlade.....	.....	1	.....	2	6	33	39	17	6	.....	.....	.....	.....	.....	.....
Lincoln.....	2	1	.....	2	4	59	68	10	20	.....	.....	.....	.....	.....	.....
Manitowoc.....	3	1	6	3	54	83	150	68	8	4	1	30	.....	.....	.....
Marathon.....	2	.....	4	2	63	90	161	140	25	2	.....	50	.....	.....	.....
Marquette.....	.....	.....	3	6	8	12	24	16	30	3	3	16	.....	.....	.....
Marquette .....	.....	1	5	5	19	47	79	65	29	1	1	7	.....	.....	.....
Milwaukee.....	6	6	2	2	30	51	97	27	.....	12	8	27	.....	.....	.....
Monroe.....	7	.....	23	9	13	133	194	152	6	4	3	17	.....	.....	.....
Oconto.....	1	.....	3	3	7	29	43	46	6	.....	.....	12	.....	.....	.....
Oneida.....	1	1	.....	.....	1	13	16	2	.....	2	2	6	.....	.....	.....

*Teachers' Certificates.*

Outagamie.....	1	.....	2	10	18	92	133	90	74	.....	2	.....	23
Ozaukee.....	2	.....	9	15	31	32	79	13	2	.....	2	.....	25
Pepin.....	3	.....	4	7	6	39	59	28	.....	4	8	.....	8
Pierce.....	6	2	8	22	23	95	151	121	.....	.....	16	.....	60
Polk.....	6	2	4	12	6	29	89	56	58	.....	.....	.....	10
Portage.....	1	1	2	12	14	132	163	59	.....	.....	.....	.....	8
Price.....	.....	.....	.....	6	6	40	52	.....	8	.....	1	.....	6
Racine.....	1	2	1	2	13	39	58	21	22	.....	3	.....	35
Richland.....	6	2	6	13	33	175	234	144	69	.....	1	.....	9
Rock, — 1st Dist.....	1	4	8	16	32	164	235	51	60	.....	3	.....	24
Rock, — 2nd Dist.....	.....	.....	7	9	16	140	172	100	.....	.....	3	.....	40
St. Croix.....	5	.....	7	19	28	112	171	95	8	.....	3	.....	70
Sauk.....	3	7	10	25	44	190	289	140	150	.....	6	.....	16
Sawyer.....	3	1	1	5	.....	20	30	2	1	.....	.....	.....	4
Shawano.....	3	3	2	3	15	80	107	33	11	.....	.....	.....	20
Sheboygan.....	2	3	4	8	43	93	153	63	42	.....	5	.....	25
Taylor.....	.....	.....	.....	.....	3	72	75	19	48	.....	1	.....	3
Trempealeau.....	5	5	2	17	13	84	136	95	5	.....	2	.....	6
Vernon.....	4	5	8	26	31	79	153	97	95	.....	4	.....	8
Walworth.....	6	1	5	.....	54	162	233	53	.....	.....	2	.....	35
Washington.....	.....	1	2	7	2	21	33	.....	36	.....	.....	.....	1
Waubesa.....	1	1	2	2	23	28	56	25	30	.....	3	.....	.....
Waupaca.....	6	5	7	13	29	126	186	60	5	.....	.....	.....	52
Waushara.....	4	1	11	9	17	190	232	.....	35	.....	.....	.....	35
Winnebago.....	3	.....	4	7	19	96	141	80	12	.....	4	.....	9
Wood.....	3	2	5	10	10	61	91	56	46	.....	.....	.....	29
.....	.....	1	6	4	13	43	67	33	56	.....	2	.....	.....



## Financial Disbursements.

## FINANCIAL DISBURSEMENTS, 1890-91.

Counties — Exclusive of cities under city super intendent.	For build- ing and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indented mess.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1891.
<b>Totals ..</b>	\$250,045 14	\$65,967 87	\$551,790 23	\$1,266,505 13	\$145,097 13	\$306,111 69	\$383,725 63	\$2,723,993 07	\$406,886 75
Adams .....	\$18 33	\$376 57	\$1,602 00	89,143 19	\$17 10	\$308 02	\$1,521 50	\$13,939 71	\$4,544 49
Ashland .....	5,824 55	75 00	2,974 00	13,103 05	7,160 50	1,067 89	7,028 99	37,233 98	6,068 39
Barron .....	4,282 76	1,387 05	7,535 88	17,517 50	2,263 34	899 16	3,537 70	37,543 39	14,289 01
Rayfield .....	1,367 74	276 09	1,691 00	8,060 75	2,728 88	815 94	5,426 62	17,911 00	14,815 91
Brown .....	3,137 86	963 02	8,473 34	17,605 65	224 20	287 55	4,090 19	34,781 90	24,204 55
Buffalo .....	1,722 20	531 10	12,092 75	11,712 25	1,871 97	846 68	4,049 17	32,886 12	7,955 91
Burnett .....	2,312 38	668 08	1,479 00	4,430 25	1,213 19	580 15	1,071 12	11,854 17	5,496 58
Calumet .....	1,577 17	187 24	6,752 00	13,804 37	1,383 98	513 87	3,391 96	27,610 59	12,611 06
Chippewa .....	5,327 05	1,987 10	9,331 75	39,522 02	2,009 60	1,958 35	10,769 41	70,848 28	25,567 56
Clark .....	4,535 43	1,845 01	7,761 00	26,905 50	2,272 14	1,316 38	8,484 06	53,119 52	21,600 13
Columbia .....	2,819 00	1,254 87	12,452 13	23,572 53	2,215 53	808 52	6,307 42	49,430 00	10,819 91
Crawford .....	2,622 87	190 79	4,932 50	13,029 88	429 41	766 35	2,732 92	24,764 72	7,529 10
Dane — 1st dist....	5,396 06	991 62	8,361 75	28,639 27	1,732 58	1,716 28	8,558 67	55,396 23	17,689 87
Dane — 2nd dist....	4,839 60	658 02	10,268 12	21,833 08	1,830 05	1,585 55	4,025 10	44,519 52	18,474 05
Dodge .....	5,468 76	4,068 92	18,022 75	36,042 25	2,589 50	1,580 45	11,605 78	79,389 41	23,142 26
Door .....	4,864 47	307 38	6,424 77	10,617 00	630 76	616 78	3,419 13	26,880 19	10,499 48
Douglas .....	8,386 22	4,855 16	5,600 00	24,272 50	14,597 89	3,717 16	13,747 75	75,206 68	39,250 00
Dunn .....	5,943 77	1,455 26	7,491 50	19,615 88	905 97	1,424 14	3,889 16	40,675 68	13,838 99
Fau Claire ..	2,183 80	1,073 62	5,461 02	16,865 50	626 21	464 02	4,689 53	31,363 70	11,506 98
Florence .....	924 41	690 04	2,190 00	4,177 50	1,880 50	687 63	2,136 52	12,208 60	3,285 51
Fond du Lac ..	6,093 65	791 76	12,035 00	27,021 95	2,275 26	882 61	6,692 05	55,792 28	18,179 29

*Financial Disbursements.*

	1,599 23	192 23	210 00	3,180 00	.....	90 20	676 57	5,948 32	604 21
Forest.....	5,233 35	4,957 00	17,491 10	46,076 35	4,085 32	1,580 51	13,290 69	88,659 37	21,467 60
Grant.....	3,238 40	1,402 00	9,536 32	27,170 08	1,983 75	3,887 63	9,052 63	50,035 81	9,022 60
Green Lake.....	1,190 27	331 15	4,061 50	11,180 26	1,173 79	325 05	2,356 09	20,618 11	7,631 56
Iowa.....	3,005 09	736 79	8,363 75	22,737 12	4,270 84	1,015 62	5,551 52	46,846 91	9,331 59
Jackson.....	4,094 76	792 93	7,296 63	19,113 83	817 67	1,316 83	4,891 04	38,314 49	14,821 04
Jefferson.....	6,172 31	1,274 40	11,113 60	31,508 20	3,352 39	1,446 44	10,635 77	65,503 11	20,040 42
Juneau.....	3,250 67	786 14	8,208 25	20,239 08	2,340 47	849 00	6,526 65	42,200 26	13,374 96
Kenosha.....	3,139 62	1,049 21	7,131 05	12,937 85	912 18	615 20	3,105 80	28,880 91	8,903 74
Kewaunee.....	3,726 81	517 22	12,651 00	8,489 61	1,125 95	979 54	3,532 35	31,032 51	9,120 33
La Crosse.....	3,139 62	1,049 21	7,131 05	12,937 85	912 18	615 20	3,105 80	28,880 91	8,903 74
La Fayette.....	2,321 87	539 37	13,087 52	24,623 00	1,163 03	397 76	6,628 42	48,755 97	11,141 01
Langlade.....	3,491 93	1,055 63	2,071 00	10,472 75	490 58	825 49	2,669 57	21,076 95	6,967 05
Lincoln.....	1,238 18	635 26	2,032 63	8,650 34	11,564 73	495 53	4,407 16	28,994 42	1,452 53
Manitowoc.....	8,749 92	807 12	23,873 00	28,478 60	1,932 73	1,003 03	8,538 63	73,423 03	29,619 69
Marathon.....	5,326 27	2,026 08	14,982 70	21,316 73	1,709 98	2,502 07	5,500 81	53,454 14	25,437 83
Marquette.....	2,029 89	470 30	4,611 00	8,194 50	1,262 54	675 94	2,430 98	19,675 15	7,694 65
Milwaukee.....	996 05	394 09	4,624 00	8,085 75	2,278 41	781 10	1,756 13	18,915 53	4,794 69
Monroe.....	7,541 37	439 55	20,021 95	18,786 87	4,872 29	754 34	7,457 67	59,874 09	24,969 33
Oconto.....	5,158 30	944 54	10,484 50	25,570 71	940 50	964 39	8,222 24	52,385 15	14,650 95
Oneida.....	9,705 84	363 90	5,359 75	10,133 50	1,549 35	886 77	3,114 30	24,017 14	11,566 26
Outagamie.....	3,513 10	1,044 78	5,760 00	21,435 30	2,351 27	677 74	4,261 83	39,033 57	20,916 45
Ozaukee.....	881 59	299 17	13,389 50	9,684 00	31 47	355 25	3,350 96	27,992 54	11,807 48
Pepin.....	1,130 17	214 07	3,999 00	7,319 56	246 40	344 04	1,894 02	15,147 37	4,713 01
Pierce.....	2,596 10	1,200 20	10,716 75	19,863 05	2,626 66	704 56	6,586 68	44,234 03	16,440 45
Polk.....	1,327 06	1,222 24	6,458 50	16,403 00	893 50	799 25	4,321 40	31,624 95	13,654 33
Portage.....	6,156 47	305 68	2,567 50	11,024 70	362 65	595 01	3,491 61	29,503 62	8,576 07
Price.....	2,337 59	993 84	4,287 00	11,727 00	976 24	721 69	12,638 29	33,681 65	5,938 87
Racine.....	1,893 72	1,080 10	4,652 75	16,975 35	833 27	402 96	3,550 53	29,378 58	10,124 74
Richland.....	2,862 74	1,024 81	7,359 25	21,237 26	4,245 26	939 44	4,835 96	42,494 72	11,219 97
Rock —									
1st dist....	4,154 78	1,038 60	5,836 00	19,153 70	276 25	643 32	5,528 94	36,631 59	5,434 92
Rock —									
2nd dist....	2,026 12	850 24	2,774 57	20,479 18	1,659 22	403 58	3,904 59	32,097 50	8,194 83
St. Croix....	5,004 33	1,756 95	11,909 00	25,892 00	2,161 51	1,415 60	8,232 52	56,371 81	15,905 27

*Financial Disbursements.*

FINANCIAL DISBURSEMENTS, 1890-91 — Continued.

Counties — Exclusive of cities under city super- intendent.	For build- ing and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1891.
Sauk.....	\$2,305 01	\$996 42	\$9,386 14	\$29,398 15	\$2,079 08	\$962 72	\$9,962 61	\$55,090 13	\$30,248 99
Sawyer.....	1,668 40	518 56	1,586 09	5,240 27	1,025 63	300 00	727 62	11,066 07	...
Shawano....	5,069 54	653 01	4,206 00	16,635 05	2,178 99	1,939 85	4,606 50	35,278 94	17,233 88
Sheboygan..	1,779 06	639 14	16,216 75	18,428 26	1,766 94	898 51	6,789 99	46,518 65	13,353 19
Taylor.....	4,405 38	1,153 12	3,262 00	11,274 45	936 95	911 19	3,572 75	25,515 84	11,611 59
Trempealeau	3,249 28	783 31	8,181 76	17,401 87	825 70	976 96	5,614 07	36,182 95	14,424 55
Vernon.....	4,003 22	1,526 47	11,176 72	23,278 74	2,531 26	843 16	6,433 69	49,788 26	12,755 98
Walworth...	3,199 26	1,102 26	13,706 31	36,195 85	5,358 19	1,002 29	10,615 22	71,179 38	15,846 63
Washington	1,494 10	706 41	1,605 00	4,980 25	433 16	472 91	3,928 71	13,620 54	3,240 20
Washington	2,898 18	556 22	16,976 65	16,474 96	1,394 27	1,064 39	5,832 78	45,217 45	9,763 55
Waukesha..	7,339 35	1,355 99	13,101 38	35,955 70	7,344 11	1,675 66	12,541 79	79,261 04	18,892 33
Waupaca....	3,961 63	874 72	6,849 50	22,046 60	1,008 61	1,995 57	5,491 95	42,168 58	15,850 21
Waushara...	1,983 86	263 13	3,371 06	13,865 69	550 06	423 32	2,849 50	23,336 62	9,557 49
Winnebago..	1,594 12	779 47	5,104 99	18,701 15	29 05	638 46	4,609 44	31,456 68	10,295 68
Wood.....	3,942 59	448 76	7,686 53	15,693 60	2,621 32	853 18	5,110 15	36,356 13	21,094 71

*Financial Receipts.*

## FINANCIAL RECEIPTS.—1890-91.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1890.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
<b>Total.....</b>	<b>\$946,753 16</b>	<b>\$1,237,665 85</b>	<b>\$141,895 94</b>	<b>\$540,552 47</b>	<b>\$638,756 56</b>	<b>\$225,256 06</b>	<b>\$3,630,880 04</b>
Adams.....	\$4,846 82	\$5,892 16	\$5 00	\$3,280 15	\$3,286 44	\$1,673 64	\$18,484 20
Ashland.....	5,659 75	11,710 00	17,780 00	1,950 00	2,391 37	3,811 25	43,802 37
Barron.....	15,167 50	20,434 07	1,000 00	5,589 21	7,097 12	2,544 50	51,832 40
Bayfield.....	8,184 89	8,735 00	8,500 00	382 59	284 49	6,639 85	32,726 91
Brown.....	23,428 11	7,932 67	656 46	13,027 35	13,100 19	851 67	58,986 45
Buffalo.....	9,575 81	12,273 01	1,087 37	8,191 89	8,122 12	1,532 33	40,782 03
Burnett.....	4,010 05	5,344 97	814 21	2,570 85	2,340 91	2,070 26	17,350 75
Calumet.....	13,942 74	7,799 59	355 73	9,171 28	8,405 03	689 26	40,221 65
Chippewa.....	26,763 97	26,188 06	15,894 60	12,651 04	11,670 24	3,247 93	96,415 84
Clark.....	22,359 08	31,782 76	.....	6,980 08	8,532 20	5,115 53	74,719 65
Columbia.....	13,118 30	26,303 46	.....	9,180 75	9,139 74	2,507 66	60,249 91
Crawford.....	8,488 82	8,776 98	164 65	6,316 50	6,696 22	1,851 15	32,293 82
Dane { 1st Dist.....	18,111 18	25,991 42	480 03	10,863 57	10,315 94	6,843 96	72,086 10
{ 2nd Dist.....	15,122 88	18,423 76	.....	9,985 76	9,556 02	4,906 15	57,993 57
Dodge.....	26,199 92	34,330 53	148 89	18,289 86	19,103 09	4,458 88	102,530 67
Door.....	11,832 53	8,850 79	.....	7,682 39	6,715 37	2,298 69	37,379 77
Douglas.....	18,906 81	71,813 30	14,231 97	2,044 43	2,032 26	5,427 91	114,456 68
Dunn.....	16,039 87	18,407 54	243 10	8,270 88	8,130 35	3,422 93	54,514 67
EAU Claire.....	10,469 80	18,811 82	.....	6,216 75	6,102 14	1,270 67	42,870 08
Florence.....	3,565 14	4,605 54	.....	7,720 83	7,85 12	1,317 48	15,494 11
Fond du Lac.....	22,361 99	22,824 41	.....	13,306 99	13,425 34	2,052 84	73,971 57
Forest.....	1,814 69	.....	4,260 00	223 17	213 52	41 05	6,552 43

*Financial Receipts.*

## FINANCIAL RECEIPTS.—1890-91.—Continued.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1890.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Grant.....	\$36,656 90	\$43,535 45	\$369 79	\$17,011 53	\$16,995 48	\$5,557 82	\$110,126 97
Green.....	11,360 63	24,123 15	1,005 59	9,238 92	9,723 85	3,606 27	59,058 41
Green Lake.....	9,675 10	8,603 22	.....	5,178 74	4,932 33	460 28	28,249 67
Iowa.....	11,413 57	18,793 36	365 76	9,443 08	9,961 19	5,701 63	55,678 50
Jackson.....	17,027 06	17,038 39	.....	8,002 86	7,620 13	3,447 09	53,135 33
Jefferson.....	22,428 68	31,262 93	253 98	11,288 59	12,761 87	7,549 48	85,043 53
Juneau.....	13,919 59	20,895 82	126 00	7,918 78	9,062 10	3,652 94	55,575 22
Kenosha.....	10,322 85	3,055 31	.....	5,897 85	6,028 06	2,480 64	37,784 65
Kewaunee.....	12,834 83	7,062 17	264 57	9,611 22	9,174 89	1,195 16	40,182 84
La Crosse.....	10,322 85	13,055 31	.....	5,897 85	6,028 00	2,480 64	37,784 65
La Fayette.....	12,802 46	26,137 68	.....	9,279 69	9,367 94	2,399 21	59,896 98
Langlade.....	7,659 07	14,648 70	125 00	1,726 15	2,188 83	1,696 25	28,044 00
Lincoln.....	8,114 36	4,249 03	17,339 50	1,883 62	1,986 97	1,873 48	30,446 94
Manitowoc.....	31,563 50	24,637 25	75 94	19,941 26	21,060 15	5,764 62	103,043 72
Marathon.....	28,177 87	24,181 58	1,210 39	9,958 97	10,393 07	4,970 09	73,891 97
Marquette.....	5,167 33	10,627 10	2,200 00	3,345 73	3,984 23	2,045 41	27,869 80
Marquette.....	7,490 57	5,703 87	.....	4,903 70	4,411 92	1,210 16	23,710 22
Milwaukee.....	21,286 74	29,315 12	.....	11,290 65	15,775 49	7,175 42	84,843 42
Monroe.....	20,282 02	21,974 65	.....	11,118 59	9,130 93	4,529 91	67,036 10
Oconto.....	10,280 08	14,493 14	\$301 40	5,291 22	4,672 48	535 08	35,573 40
Oneida.....	3,483 10	4,500 00	16,905 00	2,287 19	1,062 79	10,428 34	38,666 42
Outagamie.....	14,572 79	13,014 83	.....	10,647 84	10,189 40	3,624 85	52,449 71
Ozaukee.....	12,574 07	8,926 90	.....	8,201 45	8,027 75	2,069 85	39,800 02
Pepin.....	7,039 72	6,508 37	.....	3,898 83	2,423 51	490 45	19,860 88
Pierce.....	16,475 35	22,649 33	146 47	8,717 88	9,463 81	3,272 14	60,724 48
Polk.....	12,602 15	17,622 08	784 98	6,153 70	5,045 33	2,071 04	44,279 38

*Financial Receipts.*

Portage .....	17,137 51	8,681 58	.....	8,622 73	8,068 23	5,569 64	48,079 67
Price .....	4,562 10	18,207 42	12,425 00	1,176 05	2,546 14	703 81	39,620 52
Racine .....	9,573 13	15,351 47	.....	6,555 44	6,743 42	1,279 86	39,508 32
Richland .....	14,326 92	17,669 94	97 70	9,977 08	8,986 34	2,656 01	53,713 99
Rock, } 1st District.....	10,908 36	20,893 98	.....	5,324 66	6,280 68	5,158 83	49,086 51
Rock, } 2nd District.....	10,439 77	18,996 69	.....	4,624 55	3,750 94	2,490 88	40,292 33
St. Croix.....	18,059 25	30,581 87	.....	9,387 81	10,095 04	4,183 11	72,277 08
Sauk .....	17,040 73	23,581 05	484 73	12,099 25	18,079 08	9,054 18	75,339 02
Sawyer .....	.....	.....	10,000 00	516 76	516 67	.....	11,033 43
Shawano .....	20,027 20	13,274 21	.....	8,466 98	8,057 53	2,685 40	52,511 32
Sheboygan .....	16,619 05	15,865 31	520 18	12,412 57	12,294 40	2,180 33	59,871 84
Taylor .....	8,932 62	14,717 09	8,915 00	3,442 36	3,445 03	2,625 42	37,127 43
Trempealeau .....	14,092 12	13,734 33	104 45	9,387 29	9,213 49	3,575 27	50,307 50
Vernon .....	17,005 05	17,833 58	.....	12,323 38	12,535 97	2,851 21	62,549 19
Walworth .....	14,609 05	47,080 67	.....	10,635 64	9,693 28	5,092 37	87,026 01
Washburn .....	4,210 93	6,664 24	1,545 73	1,843 20	634 89	1,962 29	16,861 29
Washington .....	10,729 84	18,002 97	494 77	11,617 95	11,553 24	2,552 19	54,981 00
Waukesha .....	21,306 17	44,333 15	67 00	14,043 46	12,803 35	5,580 28	98,143 37
Waupaca .....	17,405 43	15,271 29	665 00	10,907 31	9,553 92	3,715 94	57,518 89
Waushara .....	9,822 72	8,837 78	.....	6,535 98	6,006 12	1,691 50	32,884 10
Winnebago .....	11,268 04	13,605 73	.....	7,723 09	8,167 53	1,043 97	41,748 36
Wood .....	18,754 70	20,955 96	.....	7,719 72	5,558 70	4,391 76	57,880 84

## Apparatus — Private Schools.

## APPARATUS — PRIVATE SCHOOLS (Not Incorporated). — 1890-91.

COUNTIES — Exclusive of cities under city superintendent.	APPARATUS.										PRIVATE SCHOOLS.					
	No. of school houses supplied with suitable blackboard.	No. of schools supplied with Webster's Unabridged Dictionary.	No. of districts supplied with outline maps.	No. of districts supplied with a globe.	No. of districts supplied with a map of Wisconsin.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public school.	Whole number of daily attendance of different pupils.	No. between 7 and 13 years in attendance upon such schools, who have attended 12 weeks or more.			
Totals.....	2,965	5,426	3,455	3,378	3,944	2,519	\$309,045	381	214	279	10,395	948,994	11,533			
Adams.....	48	83	31	14	62	15	\$2,130	2	1	4	160	16,900	154			
Ashland.....	21	39	4	26	27	20	3,580	3	3	3	...	3,500	139			
Barron.....	103	99	66	74	55	5	9,260	2	2	2	...	...	144			
Bayfield.....	11	13	8	9	74	5	8,825	1	8	11	222	19,057	302			
Brown.....	...	73	54	48	81	20	7,119	9	3	3	61	2,672	34			
Buffalo.....	76	81	69	46	52	55	5,504	4	3	3	...	...	...			
Burnett.....	26	39	20	18	19	12	2,792	...	...	...	123	8,177	...			
Calumet.....	70	62	46	34	67	30	3,971	9	5	6	...	...	...			
Chippewa.....	...	120	109	99	87	71	13,088	11	3	21	1,071	7,183	707			
Clark.....	83	101	85	85	61	56	8,819	11	4	3	...	...	...			
Columbia.....	...	137	68	53	113	141	4,565	3	1	2	47	3,730	63			
Crawford.....	62	78	50	40	65	26	3,706	...	...	...	...	...	...			
Dane —	...	...	...	...	...	...	...	...	...	...	...	...	...			
1st dist.....	121	107	97	93	118	57	6,533	5	4	1	44	1,381	103			
2nd dist.....	...	113	87	68	59	41	4,246	6	1	6	166	20,223	287			
Dodge.....	191	194	111	83	191	6	7,113	32	28	8	551	89,080	958			
Door.....	32	63	50	37	54	...	5,167	1	...	...	1	...	...			
Douglas.....	20	49	14	3	14	...	8,780	4	...	6	410	30,450	198			

*Apparatus — Private Schools.*

Dunn	82	108	80	76	59	84	48	8,598	1	1	1	637	27,680	337	32
Eau Claire	68	67	50	51	53	9	42	7,903	4	4	2	...	...	...	...
Florence	...	7	8	6	8	0	...	1,027	...	...	...	...	...	...	...
Font du Lac	8	138	91	60	75	111	44	5,619	18	8	14	637	78,235	989	...
Forest	...	10	5	0	5	8	...	...	...	...	...	...	...	...	...
Grant	95	165	98	54	82	130	46	7,857	8	9	9	222	27,680	337	...
Green Lake	...	61	30	31	77	98	...	3,458	...	...	...	...	...	...	...
Green Lake	...	95	42	55	69	92	10	14,675	3	3	3	186	22,336	149	...
Love	56	92	46	43	83	74	...	4,031	8	4	2	26	1,120	87	...
Jackson	...	117	56	63	69	98	23	7,791	16	12	7	...	...	16	...
Jellicoe	...	94	51	57	33	98	80	4,889	6	4	1	...	...	80	...
Kenosha	80	49	48	21	29	48	40	3,450	4	1	4	40	5,831	30	...
Kenosha	41	54	40	30	47	53	11	8,562	7	4	4	69	37,990	314	...
La Crosse	41	61	41	40	59	54	23	4,583	4	3	2	288	1,719	40	...
La Fayette	3	108	61	49	57	81	63	6,697	2	1	2	72	2,510	...	...
Langlade	...	54	31	43	37	50	31	4,859	...	...	...	...	...	...	...
Lincoln	8	34	19	18	26	30	11	2,575	...	...	...	...	...	...	...
Manitowoc	...	102	60	64	44	73	30	5,773	22	10	21	553	73,902	855	...
Marathon	131	134	106	109	86	125	90	13,743	4	1	5	103	6,593	173	...
Marquette	24	33	25	23	26	27	20	1,967	4	4	4	...	...	193	...
Marquette	...	37	16	18	11	26	12	1,455	3	1	4	38	51,247	38	...
Milwaukee	65	67	46	56	67	58	...	4,370	17	10	13	654	...	642	...
Monroe	114	95	71	72	103	72	40	3,776	...	...	...	...	...	...	...
Monroe	...	51	48	38	37	52	34	6,308	...	...	...	...	...	...	...
Oconto	...	14	14	10	13	13	...	1,100	...	...	...	...	...	...	...
Oconto	...	14	14	10	13	13	...	1,100	...	...	...	...	...	...	...
Ontonagon	82	103	62	59	98	97	41	6,573	15	6	7	190	678	315	...
Ozaukee	56	51	41	40	51	56	22	4,444	10	6	7	514	35,871	337	...
Pepin	27	61	24	28	33	37	36	2,435	3	1	3	90	2,250	39	...
Pierce	...	98	65	74	60	95	55	6,395	3	1	4	65	64	64	...
Polk	54	85	71	62	43	81	18	9,522	3	3	1	50	1,963	36	...
Portage	92	81	41	39	20	65	12	4,076	1	1	...	60	7,180	35	...
Priest	43	43	45	42	39	39	29	7,991	...	...	...	...	...	...	...
Racine	40	59	34	25	35	48	24	3,397	6	3	8	501	60,284	362	...
Richland	107	96	67	79	62	92	47	4,832	...	...	...	...	...	...	...
Rock	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1st dist	56	72	49	48	50	83	38	3,148	3	1	1	...	...	4	...
2d dist	62	72	53	49	77	57	31	3,529	1	...	...	4	...	...	...
St. Croix	46	106	69	87	107	112	163	8,344	1	...	3	56	6,068	38	...
Sauk	...	149	96	98	46	114	...	7,860	4	2	5	207	12,000	119	...
Sawyer	6	82	6	6	6	6	...	2,000	...	...	...	...	...	...	...
Shawano	...	86	56	32	59	79	38	4,653	11	11	7	327	24,308	225	...
Sheboygan	5	100	58	58	42	97	49	4,996	20	15	9	350	34,995	538	...
Taylor	...	51	32	25	42	43	27	5,689	3	2	3	...	...	...	...
Trempealeau	49	81	82	44	127	73	17	5,363	6	4	3	122	15,460	109	...
Vernon	...	131	104	105	70	114	107	8,102	3	1	...	47	2,964	...	...
Walworth	121	101	66	72	61	70	70	5,710	3	1	3	40	...	35	...
Washburn	14	17	10	11	15	11	2	1,673	...	...	...	...	...	...	...



## Enrollment and Attendance.

## ENROLLMENT AND ATTENDANCE. — 1890-91. — Continued.

COUNTRIES—Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendanc-e of all pupils in days.	Days taught, aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	Total No. who have attended pub. school.			
				Male.	Female.		
Florence .....	575	.....	.....	305	270	65,201	2,355
Fond du Lac .....	6,291	.....	20	3,281	2,930	536,788	34,071
Forest .....	149	.....	.....	53	47	11,578	1,886
Grant .....	9,911	3	98	5,002	4,784	931,436	41,434
Green .....	5,658	15	43	2,786	2,606	482,904	27,383
Green Lake .....	2,641	1	6	1,261	1,116	185,175	14,031
Iowa .....	5,406	63	146	2,827	2,715	428,250	22,161
Jackson .....	4,360	4	23	2,263	2,134	360,345	14,307
Jefferson .....	4,959	6	10	3,101	2,874	555,324	27,635
Juneau .....	4,651	1	20	2,337	2,335	431,527	13,166
Kenosha .....	1,874	14	23	978	933	143,652	11,415
Kewaunee .....	4,169	10	15	2,185	1,990	384,134	13,026
La Crosse .....	3,320	5	7	1,678	1,659	287,583	12,275
La Fayette .....	5,309	3	12	2,689	2,635	476,169	25,797
Langlade .....	1,144	.....	.....	605	554	101,751	8,349
Lincoln .....	901	.....	.....	484	484	50,826	6,185
Manitowoc .....	7,580	2	3	4,008	3,576	815,720	23,125
Marathon .....	4,941	8	6	2,571	2,488	508,196	22,828
Marquette .....	2,049	4	.....	1,011	1,088	149,808	55,102
Marquette .....	2,318	5	14	1,286	1,203	191,734	11,052
Milwaukee .....	4,590	4	2	2,327	2,225	470,849	18,887
Monroe .....	6,389	.....	38	3,085	2,906	512,138	24,689



## School Houses.

## SCHOOL HOUSES — 1890-91 — Continued.

COUNTIES—Exclusive of cities under city superintendent.	No. of pupils school-moade.	No. of school-houses built during the year.	Cost of school-houses built last year	Cash value of all the school houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school-houses with good condition.	No. of school-houses with special provision for ventilation.
Green Lake .....	3,429	3	\$1,676	\$33,375	\$1,550	\$37,925	71	70	61	75	18
Iowa .....	6,922	5	2,239	85,925	7,098	92,923	133	115	96	112	44
Jackson .....	7,927	5	4,069	175,075	6,073	181,148	190	184	70	97	26
Jefferson .....	7,933	5	1,467	73,805	18,867	92,672	139	130	122	125	70
Juneau .....	5,655	1	1,467	33,965	8,192	42,157	105	83	79	103	15
Keweenaw .....	2,533	1	8,237	41,200	4,305	45,505	61	56	61	32	12
La Crosse .....	3,990	3	1,943	49,115	5,912	55,027	65	53	46	47	28
La Fayette .....	2,922	3	2,668	106,361	12,477	118,838	67	66	60	61	33
Langlade .....	1,106	7	2,668	18,118	1,728	20,046	128	124	95	99	46
Lincoln .....	1,854	1	505	13,720	1,063	14,783	61	59	51	51	31
Manitowish .....	7,031	3	7,260	139,788	14,165	153,953	115	114	94	83	18
Marathon .....	1,283	9	4,423	64,671	7,180	71,851	141	132	136	131	45
Marquette .....	2,999	4	1,466	35,046	31,130	66,176	35	34	32	33	26
Menominee .....	2,080	2	2,146	59,305	2,369	61,674	61	59	36	36	8
Milwaukee .....	2,083	2	5,146	75,970	86,932	162,902	67	53	53	53	18
Monroe .....	3,884	3	1,778	75,971	8,337	84,308	188	122	121	119	32
Monroeville .....	3,052	1	250	49,321	2,805	52,126	55	55	50	55	29
Oconto .....	1,071	3	9,481	56,541	6,300	62,841	14	13	14	9	5
Oconto .....	6,417	5	1,672	14,175	6,107	20,282	113	110	105	106	16
Ozaukee .....	4,137	1	370	45,885	3,685	49,570	59	55	52	53	26
Pepin .....	3,020	1	370	84,880	3,435	88,315	39	37	37	38	6
Pierce .....	6,906	3	3,178	84,818	5,932	90,750	110	99	94	111	40
Polk .....	4,693	2	7,225	46,131	4,534	50,665	99	99	91	79	40
Portage .....	1,802	2	1,160	46,131	2,657	48,788	45	46	72	45	26
Price .....	1,802	2	1,160	46,131	2,657	48,788	45	46	72	45	26
Shawano .....	3,855	1	1,885	62,465	12,185	74,650	47	47	46	47	7
Shawano .....	3,855	1	1,885	62,465	12,185	74,650	47	47	46	47	26
Richland .....	6,933	3	1,885	81,037	5,450	86,487	124	109	119	109	36

*School Houses.*

Rock—	1st district	2	3, 110	65,585	5,164	73,749	83	78	79	84
1st district	4,030	2	3,110	65,585	5,164	73,749	83	78	79	84
2nd district	3,794	1	3,795	66,836	6,445	68,971	88	79	76	86
3rd district	4,258	4	3,153	66,695	9,815	105,840	114	99	107	91
4th district	7,468	1	1,313	80,332	10,634	91,916	163	143	143	156
5th district	6,680	1	1,313	80,332	10,634	91,916	163	143	143	156
6th district	5,273	8	4,303	9,800	1,700	11,500	10	10	5	8
7th district	5,273	8	4,303	9,800	1,700	11,500	10	10	5	8
8th district	7,659	8	4,400	52,863	4,848	46,157	98	53	76	86
9th district	7,659	8	4,400	52,863	4,848	46,157	98	53	76	86
10th district	7,659	8	4,400	52,863	4,848	46,157	98	53	76	86
11th district	2,317	2	8,372	29,745	9,735	88,110	111	104	103	104
12th district	5,605	2	2,987	49,350	5,431	33,573	42	51	51	62
13th district	5,605	2	2,987	49,350	5,431	33,573	42	51	51	62
14th district	6,660	3	2,184	80,432	8,412	87,834	153	149	138	129
15th district	6,660	3	2,184	80,432	8,412	87,834	153	149	138	129
16th district	8,207	3	1,757	441,667	17,846	150,813	122	116	114	101
17th district	8,207	3	1,757	441,667	17,846	150,813	122	116	114	101
18th district	1,003	3	885	18,673	1,565	20,233	16	15	13	9
19th district	1,003	3	885	18,673	1,565	20,233	16	15	13	9
20th district	6,432	3	1,130	100,840	9,600	110,440	104	98	82	99
21st district	6,432	3	1,130	100,840	9,600	110,440	104	98	82	99
22nd district	8,376	3	2,376	164,216	45,840	219,276	120	117	116	104
23rd district	8,376	3	2,376	164,216	45,840	219,276	120	117	116	104
24th district	8,376	3	2,376	164,216	45,840	219,276	120	117	116	104
25th district	4,788	2	3,840	48,380	3,790	52,000	103	100	94	50
26th district	4,788	2	3,840	48,380	3,790	52,000	103	100	94	50
27th district	5,280	2	3,840	65,170	6,800	71,920	100	97	92	81
28th district	5,280	2	3,840	65,170	6,800	71,920	100	97	92	81
29th district	4,399	5	8,181	54,749	8,255	63,001	71	63	65	64
30th district	4,399	5	8,181	54,749	8,255	63,001	71	63	65	64

## Text Books.

TEXT BOOKS — DEPARTMENTS — TOWNSHIP LIBRARIES — DISTRICT LIBRARIES — 1890-91.

	TEXT BOOKS.					DEPARTMENTS.				TOWNSHIP LIBRARIES.					DISTRICT LIBRARIES.				
	No. of districts which have adopted a list of text-books.	No. text books used only.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	Total amount expended for books since 1867.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes added to the district library during the year.	Amount paid for these volumes added to the library.	Whole number of volumes now in the district library.	Cash value of district library.	
TOTAL..	3,392	2,807	2,121	973	1,341	4,661	256	67	122	\$13,354 80	\$12,857 12	\$5,023 29	16,796	278	8,451	\$7,795 83	50,891	\$41,206 26	
Adams .....	42	17	20	3	20	64	2	1	2	\$140 20	\$ 69 94	.....	101	5	101	\$ 70 92	.....	.....	.....
Ashland .....	25	25	17	12	5	23	2	.....	.....	29 30	186 29	.....	518	.....	123	169 50	689	\$ 965 00	
Barren .....	67	63	63	35	26	6	9	.....	.....	74 18	63 70	\$ 47 11	518	.....	123	169 50	689	\$ 965 00	
Bayfield .....	13	13	17	13	.....	78	1	.....	.....	100 00	424 44	.....	575	.....	46	435 28	1,896	1,700 00	
Brown .....	43	37	17	6	11	78	2	.....	.....	535 32	231 00	.....	575	.....	457	435 28	1,896	1,700 00	
Buffalo .....	53	35	44	4	40	80	1	.....	.....	231 00	125 35	37 72	575	.....	239	180 00	1,068	640 64	
Burnett .....	27	27	27	21	6	35	1	.....	.....	87 51	85 87	.....	436	.....	383	22 75	72	635 41	
Calumet .....	39	32	24	2	22	60	4	.....	.....	363 50	254 08	.....	436	.....	376	274 87	72	635 41	
Chippewa .....	81	53	54	59	20	136	6	.....	.....	149 10	133 73	289 17	240	.....	157	149 60	712	838 34	
Columbia .....	86	78	91	71	20	100	4	.....	.....	274 50	324 69	.....	407	.....	58	39 72	683	508 34	
Clark .....	86	78	91	71	20	100	4	.....	.....	331 71	334 39	.....	409	.....	58	39 72	683	508 34	
Columbia .....	47	40	14	8	11	136	5	.....	.....	331 71	334 39	.....	409	.....	114	73 00	689	682 00	
Crawford .....	46	28	18	6	13	89	6	.....	.....	192 50	168 80	227 80	284	.....	114	73 00	689	682 00	
Dane .....	54	43	43	6	117	116	7	.....	.....	478 20	421 03	.....	616	.....	1	.....	.....	25 00	
1st Dist. ....	77	59	45	10	39	112	6	.....	.....	235 60	131 08	.....	259	.....	156	100 83	893	440 13	
2d Dist. ....	108	86	38	18	28	173	6	.....	.....	305 00	272 82	.....	415	.....	83	83 00	1,977	1,131 40	
Dodge .....	41	49	49	17	32	62	3	.....	.....	251 17	216 01	.....	398	.....	60	53 41	1,73	1,164 30	
Door .....	7	7	11	11	.....	.....	2	.....	.....	15 40	145 00	145 00	152	.....	159	105 00	153	108 00	
Douglas .....	7	7	11	11	.....	.....	2	.....	.....	15 40	145 00	145 00	152	.....	159	105 00	153	108 00	
Dunn .....	66	57	53	36	21	110	7	.....	.....	305 00	250 00	50 50	373	.....	177	132 00	589	338 00	

*Text Books.*

[illegible]

## Text Books.

## EXT BOOKS — DEPARTMENTS — TOWNSHIP LIBRARIES — DISTRICT LIBRARIES — 1890-91 — Continued.

	TEXT BOOKS.						DEPARTMENTS.				TOWNSHIP LIBRARIES.				DISTRICT LIBRARIES.			
	No. of districts which have adopted a list of text-books.	No. which use only text-books adapted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	Total amount expended for books since 1887.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes added to the district library during the year.	Amount paid for these vols. added to the library.	Whole number of volumes now in the district library.	Cash value of district library.
Waukeesa.	69	47	17	17	14	12	1	1	4	\$493 16	\$300 90	.....	271	5	191	\$183 21	280	\$689 35
Waupaca.	70	74	59	17	109	8	2	2	8	289 20	173 78	.....	177	4	50	40 00	570	646 00
Waushara.	60	38	32	6	95	4	1	1	1	30 00	90 40	.....	114	3	83	90 40	142	110 40
Winnebago.	40	32	17	3	89	6	1	1	1	88 08	.....	\$96 40	.....	.....	82	97 35	458	351 50
Wood .....	39	36	45	15	65	5	1	1	12	205 82	151 76	.....	193	6	66	37 00	181	118 00

Counties—  
Exclusive  
of cities  
under city  
superin-  
tendents.

## Census Statistics.

## CENSUS STATISTICS — 1891-92.

COUNTRIES — Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 18.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 wks. or more.	No. who att'd private sch. 12 wks. or more.
Totals.....	215,878	200,323	416,201	195,999	159,359	17,205
Adams.....	1,375	1,258	2,633	1,236	1,026	3
Ashland.....	1,078	1,063	2,147	1,119	1,011	250
Barron.....	2,668	2,396	5,064	2,217	1,983	62
Bayfield.....	977	929	1,906	974	621	112
Brown.....	5,139	4,806	9,945	5,174	3,578	765
Buffalo.....	3,106	7,022	6,128	2,828	2,289	115
Burnett.....	984	905	1,889	862	610	2
Calumet.....	3,409	3,305	6,714	3,005	2,153	768
Chippewa.....	3,385	3,050	6,435	3,162	2,609	220
Clark.....	3,685	3,470	7,155	3,232	2,692	107
Columbia.....	3,613	3,446	7,059	3,230	2,899	37
Crawford.....	3,156	1,971	5,127	2,496	1,962	8
Dane, 1st district.....	4,489	4,214	8,703	3,767	3,458	218
2d district.....	3,716	3,413	7,129	3,214	2,553	491
Dodge.....	6,977	6,541	13,518	5,606	5,051	1,054
Door.....	2,973	2,680	5,653	2,598	2,169	25
Douglas.....	300	286	586	331	232	
Dunn.....	3,447	3,236	6,673	3,279	2,427	27
Eau Claire.....	2,560	2,401	4,961	2,451	2,053	10
Florence.....	394	407	801	415	366	1
Fond du Lac.....	5,238	4,945	10,183	4,184	2,922	942



## Apparatus — Private Schools.

## APPARATUS — PRIVATE SCHOOLS (Not Incorporated). — 1890-91.

	APPARATUS.										PRIVATE SCHOOLS.					
	No. of school houses supplied with suitable blackboard.	No. of schools supplied with Webster's Unabridged Dictionary.	No. of districts supplied with outline maps.	No. of districts supplied with a globe.	No. of districts supplied with a railroad map of Wisconsin.	No. of districts supplied with a map of Wisconsin.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public school.	Whole number of daily attendance of different pupils.	No. between 7 and 18 years in attendance upon such schools, who have attended 12 weeks or more.		
<b>Totals</b> .....	2,985	5,498	3,455	3,378	3,944	4,489	2,519	\$209,045	381	214	279	10,385	948,994	11,538		
Adams.....	48	53	34	14	62	54	15	\$2,120	2	1	4		16,900	154		
Andan.....	21	29	4	26	27	74	20	3,580	6	2	3	160	3,500	29		
Barron.....	103	99	66	74	55	10	5	9,260	1					144		
Bayfield.....	11	13	6	9	55	9	20	8,825	1	3	2	44	19,657	302		
Brown.....	76	81	69	49	52	70	12	7,119	4	8	11	222	2,672	24		
Burlato.....	26	36	20	18	19	18	30	6,504	9	3	3	61	8,177	767		
Burnett.....	70	62	46	34	67	86	71	2,782	9	5	6	123	7,183	68		
Calumet.....	120	109	99	87	118	91	56	3,971	11	3	21	1,071	86			
Chippewa.....	82	101	88	88	61	91	141	13,088	4	3	2	47	3,730			
Clark.....	137	101	68	58	142	113	26	8,819	3	1						
Columbia.....	62	78	50	40	65	65	57	4,563								
Crawford.....								3,706								
Dane —																
1st dist.....	121	107	97	93	118	88	57	6,533	5	4	1	44	1,981	103		
2nd dist.....	191	113	87	68	59	92	41	4,346	6	1	8	166	20,223	287		
Dodge.....	32	194	111	83	191	91		7,113	82	38	8	534	89,080	958		
Door.....	62	62	50	37	55	54		5,167	1		1	1				
Douglas.....	20	49	14	8	14	12		8,780	4		6	410	30,450	198		

Courtesy — Exclusive of cities under city superintendent.



*Apparatus — Private Schools.*

## APPARATUS — PRIVATE SCHOOLS (Not Incorporated).— 1890-91.— Continued.

COUNTIES — Exclusive of cities under city superintendent.	APPARATUS.										PRIVATE SCHOOLS.				
	No. of school-houses supplied with suitable blackboard.	No. of schools sup- plied with Web- ster's Unabridged Dictionary.	No. of districts sup- plied with outline maps.	No. of districts sup- plied with a globe.	No. of districts sup- plied with a railroad map of Wisconsin.	No. of districts sup- plied with a map of Wisconsin.	No. of schools organ- ized in accordance with the manual of the course of study.	Cash value of appa- ratus, in the schools, including maps, goods, etc.	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teach- ers engaged in such schools.	No. of pupils regis- tered in them that have not attended public school.	Whole number of daily attendance of different pupils.	No. between 7 and 13 years in attendance upon such schools, who have attended 12 weeks or more.	
Washington	49	81	54	38	57	93	41	\$1,629	28	11	28	746	81,656	1,013	
Waukesha	.....	105	80	63	46	86	57	6,484	11	6	10	438	40,847	300	
Waupaca	.....	102	73	45	.....	92	107	5,350	.....	.....	.....	.....	.....	.....	
Waushara	93	88	70	36	99	72	23	3,040	4	4	.....	25	1,250	.....	
Winnebago	.....	65	47	32	34	69	10	4,438	2	4	.....	82	240	95	
Wood	.....	61	33	46	36	50	27	5,503	8	7	9	629	109,248	636	

## School Houses.

## SCHOOL HOUSES — 1890-91.

Courties—Exclusive of cities under city superintendent.	No. of pupils school-houses will accommodate.	No. of school houses built during the year.	Cost of school-houses built last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school houses in good condition.	No. of school-houses with special provision for ventilation.
<b>Total</b> .....	342,944	205	\$183,779	\$4,489,458	\$614,483	\$5,237,963	5,937	5,894	5,379	5,818	2,184
Adams .....	2,817	2	\$550	\$21,595	\$1,457	\$23,052	66	60	60	67	29
Ashland .....	1,757	2	2,050	22,350	7,885	37,185	34	34	34	34	11
Barron .....	4,220	5	2,503	43,006	4,984	55,403	105	94	92	98	33
Bayfield .....	6,007	4	1,889	42,450	10,550	33,013	13	12	11	8	46
Brown .....	4,711	1	1,800	48,060	5,296	53,356	82	75	54	67	19
Buffalo .....	1,308	2	1,465	59,015	4,860	63,875	83	80	79	73	19
Burnett .....	4,169	1	1,460	10,044	940	10,984	28	26	26	25	4
Calumet .....	7,093	7	2,099	49,789	5,247	55,036	70	66	70	63	21
Chippewa .....	6,280	3	1,184	85,350	21,693	290,824	149	139	132	112	64
Clark .....	7,553	2	1,248	102,273	8,741	91,091	111	101	99	98	56
Columbia .....	4,747	6	1,802	41,966	10,055	119,320	144	134	136	136	41
Crawford .....	6,894	4	2,614	97,261	2,718	41,684	96	86	78	76	24
Dane—1st district .....	6,653	2	3,295	97,914	10,120	107,481	127	125	120	119	69
Dodge .....	10,566	4	2,837	142,062	7,455	84,369	127	120	109	113	57
Dor .....	4,016	8	2,777	28,475	19,727	161,779	193	180	178	168	75
Douglas .....	2,292	2	2,100	86,597	2,427	30,902	93	60	46	68	1
Dun .....	5,534	10	4,564	56,779	88,150	173,548	230	117	20	39	9
Du Claire .....	3,922	1	430	41,646	4,004	60,783	130	113	114	153	55
Essex .....	619	1	3,884	14,730	3,808	45,454	79	75	71	85	27
Forest .....	8,480	6	3,884	90,313	7,705	15,435	9	9	8	8	6
Grand du Lac .....	349	1	2,513	179,182	13,381	102,620	168	152	154	185	26
Iron .....	12,791	3	2,513	179,182	810	5,900	8	7	7	14	1
Kenosha .....	6,757	1	680	109,345	16,678	185,860	224	217	193	243	63
Green .....					11,430	111,715	127	116	104	107	38

*School Houses.*

## SCHOOL HOUSES — 1890-91 — Continued.

COUNTIES—Exclusive of cities under city superintendent.	No. of pupils school-house will accommodate.	No. of school-houses built during the year.	Cost of school-houses built last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school-houses in good condition.	No. of school-houses with special provision for ventilation.
Green Lake . . . . .	429	3	\$1,676	\$33,375	\$4,550	\$37,925	71	70	61	75	18
Iowa . . . . .	922	5	2,329	85,925	7,038	92,963	133	115	95	112	44
Jackson . . . . .	927	5	4,689	70,975	5,973	76,948	90	84	70	97	26
Jefferson . . . . .	853	5	1,467	73,467	18,867	92,334	133	130	122	125	70
JunEAU . . . . .	635	1	3,257	72,905	8,192	80,997	105	83	79	103	15
Kenosha . . . . .	553	5	1,943	33,905	4,305	38,270	61	56	61	32	12
Kewaunee . . . . .	4,900	5	3,257	41,200	5,212	46,412	55	53	46	47	29
La Crosse . . . . .	3,922	3	1,688	45,51	5,130	50,735	67	66	60	64	33
La Fayette . . . . .	984	7	2,688	106,561	12,477	119,038	128	124	95	99	46
Langlade . . . . .	412	1	7,200	18,918	1,728	20,646	61	59	51	54	31
Lincoln . . . . .	9,03	3	505	13,720	1,063	14,783	36	33	30	33	18
Mantowoc . . . . .	7,98-3	9	5,423	132,783	14,165	147,948	115	114	94	131	45
Marathon . . . . .	1,939	3	1,465	64,671	7,180	71,851	141	132	136	136	26
Marquette . . . . .	3,110	2	2,445	19,046	31,130	50,176	35	34	32	33	8
Milwaukee . . . . .	6,083	2	5,146	20,308	2,563	31,961	61	59	53	66	18
Monroe . . . . .	7,324	3	1,776	92,470	8,922	101,392	87	64	53	119	22
Oconto . . . . .	3,032	1	250	40,321	2,905	43,226	138	122	121	135	29
Ontonagon . . . . .	1,071	5	9,481	29,176	2,300	31,476	14	13	14	9	5
Ozaukee . . . . .	6,417	3	1,672	56,547	6,107	62,654	113	110	105	126	26
Pepin . . . . .	4,120	1	370	48,885	9,085	57,970	59	55	52	53	8
Pierce . . . . .	2,060	3	3,178	20,390	3,435	23,825	39	37	37	38	40
Polk . . . . .	4,668	2	7,235	84,818	5,922	90,740	110	99	94	111	40
Portage . . . . .	4,302	2	1,150	40,749	4,544	45,293	99	89	91	79	26
Price . . . . .	1,696	1	1,885	46,131	2,087	48,218	63	66	72	83	7
Racine . . . . .	3,135	1	1,885	40,710	5,559	46,269	47	47	46	47	26
Richland . . . . .	6,888	3	1,885	63,486	12,185	75,671	72	65	68	61	35
				81,067	8,450	89,517	124	109	119	109	

### *School Houses.*

[illegible]

## Text Books.

TEXT BOOKS — DEPARTMENTS — TOWNSHIP LIBRARIES — DISTRICT LIBRARIES — 1890-91.

Counties Exclusive of cities under city superin- tendent.	TEXT BOOKS.						DEPARTMENTS.					TOWNSHIP LIBRARIES.						DISTRICT LIBRARIES.				
	No. of districts which have adopted a list of text-books.	No. which use only text books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one department	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more de- partments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	Total amount ex- pended for books since 1887.	No. of volumes pur- chased during the year.	No. of towns that com- plied with the law	No. of volumes add- ed to the district library during the year.	Amount paid for these volumes added to the library.	Whole number of vol- umes now in the district library.	Cash value of district library.				
TOTAL..	3,302	2,807	2,121	973	1,341	4,661	256	67	122	\$13,854 80	\$12,857 12	\$5,023 20	16,796	278	8,451	\$7,795 83	50,591	\$41,206 26				
Adams ..	42	17	20	8	20	54	1	1	1	\$140 20	\$ 69 94	.....	101	5	101	\$ 70 84	.....	.....				
Ashland ..	25	35	11	12	24	5	2	1	1	36 20	136 30	.....	.....	.....	.....	123	169 50	680				
Barron ..	67	63	13	35	26	9	9	2	2	74 12	63 70	\$ 47 11	.....	.....	.....	165	63 70	232				
Bayfield ..	13	13	13	13	.....	.....	.....	.....	.....	100 03	424 44	.....	.....	.....	.....	457	425 24	1,806				
Brown ..	43	37	17	16	11	76	1	1	1	585 82	.....	37 72	.....	.....	.....	239	160 00	1,080				
Buffalo ..	53	35	44	4	40	50	1	.....	.....	231 00	125 35	.....	.....	.....	.....	33	29 75	.....				
Burnett ..	27	27	27	21	6	56	4	.....	.....	87 51	58 57	.....	.....	.....	.....	376	274 37	743				
Calumet ..	50	32	24	2	22	60	1	.....	.....	363 50	254 08	.....	435	.....	.....	157	149 60	712				
Chippewa ..	51	54	50	50	20	136	4	1	1	149 10	135 03	289 17	340	4	.....	309 72	683	508 84				
Clark ..	86	78	91	71	20	100	4	1	1	274 50	123 73	.....	207	6	.....	114	73 00	650				
Columbia ..	47	40	14	8	13	124	5	1	1	331 71	334 50	.....	409	9	.....	.....	.....	682 00				
Crawford ..	46	28	18	5	13	89	5	1	1	183 50	169 80	237 80	.....	.....	.....	.....	.....	25 00				
Dane ..	54	43	48	5	117	116	7	.....	.....	478 20	421 04	.....	616	.....	.....	.....	.....	.....				
Dist. ..	77	59	45	10	59	112	7	.....	.....	305 60	191 93	.....	250	.....	1	156	100 83	893				
Dist. ..	77	59	45	10	59	112	7	.....	.....	305 60	191 93	.....	250	.....	15	156	100 83	893				
Dodge ..	108	86	38	15	59	173	6	1	1	305 60	272 83	.....	415	.....	6	52	83 00	1,377				
Door ..	47	49	11	17	38	62	1	.....	.....	261 17	248 85	.....	306	.....	.....	50	53 41	1,179				
Douglas ..	7	7	7	11	.....	7	.....	.....	.....	15 40	105 00	145 00	152	.....	.....	152	105 00	152				
Dunn ..	66	57	52	86	21	110	1	.....	.....	305 00	280 00	56 56	373	.....	177	129 00	582	588 00				

## Text Books.

	51	43	41	23	10	63	4	2	2	218 55	176 30	347 91	256	5	57	46 81	172	144 06
Eau Claire.	6																	
Fond du Lac.	62	54	16	3	15	158	1	1	1	280 10	207 41		323	5	161	130 39	460	872 00
Forest.	10	10	10	6	4	19	5	2	2	170 10	99 79		60	2	450	600 00	1,614	1,838 00
Grant.	93	62	36	4	29	89	18	3	6	102 75	593 41		478	2	53	84 00	138	4,469 15
Green.	56	25	13		9		5	1		127 10					22	32 90	992	463 00
Green Lake.	55	32	9				5	2	2	320 86	271 44		600		442	317 80	1,150	683 04
Iowa.	51	40	27	6	23	10	6	2	2	355 30	403 82		600	1	236	270 81	2,748	2,281 94
Jackson.	66	47	61	16	44	118	4	1	4	554 60	399 49		473	10	346	270 81	1,565	1,081 99
Jefferson.	58	39	30	9	11	90	2		5	164 70	125 85		167	3	34	27 00	350	297 00
Juneau.	46	31	18	4	11	60	1			48 60	41 87	80 80		1	35	27 00	110	257 00
Kenothea.	16	9	6	1	4	60	1			91 70	52 16	92 16	132	2	34	31 85	70	170 36
Kewaunee.	27	25	15		18	52	2			204 87	217 37		301	4	383	274 01	1,771	1,761 28
La Crosse.	61	57	66	19	33	64	8		3	493 82	363 91		561	10	42	25 00	1,069	1,47 14
La Fayette.	59	50	26	12	24	116	8			11 30								
Langlade.	16	13	13	13	3													
Lincoln.	14	14	24	24														
Manitowoc.	60	60	41	4	41		3		3	119 70	132 51		193		275	251 48	2,366	177 40
Marathon.	103	101	111	97	5	125	3		3	284 00	823 00	716 00	716	6	167	215 00	730	813 90
Marquette.	25	25	12	9	2		2		1	17 00	39 00	101 00	83	2	170	39 69	451	828 90
Marquette.	10	5					1		1	75 00	72 01		83	2	173	91 48	429	134 72
Milwaukee.	96	94	40	12	31	58	5		4	955 00	255 00	429 00	311	1	267	155 95	1,098	982 28
Monroe.	77	93	33	11	22	124	6		2	455 30	179 20	178 20	301	6	26	75 00	700	825 00
Oconto.	40	33	13	13			3		3	492 23	182 73	850 00	140	2	87	65 00	810	700 00
Oconto.	15	13	13	13			3		3	46 40	63 00	850 00	76	1	183	188 25	563	981 82
Outagamie.	59	59	59	7	52	106	3		2	49 20	70 88	79 62	90	2	136	100 20	789	824 00
Ozaukee.	25	25	13	9	6		2		1	84 50	104 36		60	1	90	82 55	351	890 00
Pepin.	75	71	53	11	48	85	2		1	743 20	183 10		211	4	80	73 75	487	1,163 00
Pierce.	63	53	51	22	31	93	2		2	246 74	293 05	200 95	391	10	123	73 75	487	1,163 00
Polk.	46	30	36	7	28	89	3		1	225 00	111 10		143		95	395 05	591	1,031 42
Portage.	21	17	16	46	6	54	3		1		632 30		86	4	26	30 00	687	895 00
Price.	46	30	36	7	28	89	3		1		632 30		86	4	26	30 00	687	895 00
Racine.	21	17	16	46	6	54	3		1		632 30		86	4	26	30 00	687	895 00
Richland.	55	38	13	2	12	114	4		2	211 90	112 27		146	4	54	96 00	1,656	890 70
Rock.	31	18	12	6	6	70	3		2	98 00	210 32	24 73	76		54	96 00	1,656	890 70
St. Croix.	57	57	30	2	1	90	3		2	184 83	219 85	254 79	242	5	176	88 42	958	1,536 40
Sauk.	53	53	49	4	18	109	3		2	319 36	189 49		313	6	49	71 04	1,365	980 50
Sawyer.	56	54	48	4	39	16	10		2	461 82	372 12		540	10	350	171 31	1,682	407 01
Shawano.	51	40	43	23	55	93	9		2	99 53	183 83		58		43	67 40	1,073	855 50
Shawano.	51	40	43	23	55	93	9		2	157 11	198 01		56	3	43	67 40	1,073	855 50
Sheboygan.	42	37	36	93	21	48	9		1	196 20	210 88		158	7	34	28 55	580	259 50
Taylor.	63	57	42	26	30	82	4		1	301 32	279 61		290	5	156	158 14	1,360	971 09
Vernon.	113	109	63	13	45	193	5		2	246 08	525 41	527 41	867	19	348	304 90	951	1,017 90
Waikowah.	13	13	13	13	11	108	5		1	246 08	245 89	45 91	410	5	185	146 40	1,698	157 39
Waukegan.	13	13	13	13	11	108	5		1	246 08	245 89	45 91	410	5	185	146 40	1,698	157 39
Washington.	45	45	27	3	26	81	5		2	350 9	352 24	200 00	125	1	176	158 54	1,002	681 98





*Census Statistics.*

## CENSUS STATISTICS — 1891-92.

COUNTIES — Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 wks. or more.	No. who att'd private sch. 12 wks. or more.
	215,878	200,323	416,201	195,999	159,359	17,205
Totals.....						
Adams.....	1,375	1,258	2,633	1,226	1,026	3
Ashland.....	1,078	1,063	2,147	1,119	1,011	250
Barron.....	2,668	2,396	5,064	2,217	1,984	62
Bayfield.....	977	929	1,906	974	821	112
Brown.....	5,139	4,806	9,945	5,174	3,578	765
Buffalo.....	3,106	7,022	6,128	2,828	2,289	115
Burnett.....	984	905	1,889	862	610	2
Calumet.....	3,409	3,305	6,714	3,005	2,153	768
Chippewa.....	3,385	3,080	6,465	3,162	2,609	220
Clark.....	3,685	3,470	7,155	3,252	2,692	107
Columbia.....	3,613	3,446	7,059	3,230	2,899	37
Crawford.....	3,156	1,971	5,127	2,496	1,962	8
Dane, 1st district.....	4,489	4,214	8,703	3,767	3,458	218
2d district.....	3,716	3,413	7,129	3,214	2,553	491
Dodge.....	6,977	6,541	13,518	5,606	5,051	1,054
Door.....	2,973	2,680	5,653	2,598	2,169	25
Douglas.....	300	286	586	331	232	
Dunn.....	3,447	3,226	6,673	3,279	2,437	27
Eau Claire.....	2,560	2,401	4,961	2,451	2,053	10
Florence.....	394	407	801	415	366	1
Fond du Lac.....	5,238	4,945	10,183	4,184	2,922	942

## Census Statistics.

## CENSUS STATISTICS — 1891-92. — Continued.

	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 wks. or more.	No. who att'd private sch. 12 wks. or more.
COUNTIES — Exclusive of cities under city superintendents.						
Forest.....	112	102	214	146	116	....
Grant.....	6,731	6,447	13,178	6,337	5,301	288
Green.....	3,271	2,885	6,156	2,932	2,608	9
Green Lake.....	2,098	1,903	4,071	1,856	1,595	138
Iowa.....	3,546	3,477	7,023	3,891	3,105	128
Jackson.....	3,041	2,976	6,017	3,032	2,298	70
Jefferson.....	4,867	4,606	9,473	4,238	3,769	448
Juneau.....	3,117	3,029	6,146	2,955	2,520	40
Kenosha.....	1,543	1,511	3,054	1,372	1,084	197
Kewaunee.....	3,498	3,434	6,932	3,494	2,739	311
La Crosse.....	2,296	2,116	4,412	1,899	1,756	139
La Fayette.....	3,539	3,470	7,009	3,123	2,811	13
Langlade.....	941	843	1,783	947	721	62
Lincoln.....	667	686	1,353	669	581	7
Manitowoc.....	7,663	7,358	15,021	6,951	4,716	1,654
Marathon.....	4,572	4,372	8,944	4,053	3,413	141
Marquette.....	1,746	1,640	3,386	1,566	1,133	133
Marquette.....	1,983	2,014	3,997	1,763	1,596	79
Milwaukee.....	4,590	4,526	9,116	4,839	3,088	1,091
Monroe.....	4,404	4,393	8,797	3,508	3,237	125
Oconto.....	2,309	2,068	4,377	1,933	1,699	5
Oneida.....	916	859	1,775	986	876	490
Outagamie.....	4,325	4,093	8,407	3,999	3,257	5
Ozaukee.....	3,045	3,013	6,058	3,690	2,093	614

*Census Statistics.*

Pepin.....	1,345	1,369	2,614	1,211	939	78
Pierce.....	8,927	3,794	7,721	4,046	3,090	78
Polk.....	2,745	2,501	5,246	2,550	1,972	76
Portage.....	3,578	3,223	6,810	3,091	2,157	373
Price.....	964	821	1,885	836	1,683	
Racine.....	2,685	2,373	5,058	2,117	1,975	492
Richland.....	3,457	3,441	6,898	3,093	2,752	16
Rock, 1st district.....	2,403	2,209	6,612	2,242	1,895	45
Rock, 2d district.....	1,941	1,814	3,755	1,720	1,561	6
St. Croix.....	2,960	3,795	7,755	3,670	3,093	117
Sauk.....	4,828	4,475	9,303	4,012	3,517	253
Sawyer.....	291	243	534	229	216	46
Shawano.....	4,131	3,883	8,014	2,573	2,786	575
Sheboygan.....	4,637	4,443	9,080	4,073	3,690	552
Taylor.....	1,424	1,273	2,697	1,596	1,077	134
Trempealeau.....	3,914	3,595	7,509	3,513	2,583	135
Vernon.....	4,900	4,868	9,768	4,687	3,858	58
Walworth.....	3,464	3,231	6,698	3,105	2,851	49
Washington.....	484	464	948	504	472	
Washington.....	4,455	4,306	8,761	4,096	2,930	1,100
Waukesha.....	5,310	5,060	10,370	5,167	4,398	364
Waupaca.....	4,399	4,231	8,630	4,075	3,170	289
Waushara.....	2,695	2,444	5,139	2,626	2,320	52
Winnebago.....	2,953	2,755	5,708	2,739	2,254	242
Wood.....	3,469	3,206	6,675	3,334	2,034	711

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE — 1891-92.

COUNTRIES—Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.						Attendance of all pupils in days.	Days taught aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	Total No. who have attended Pub. Sch.				
				Male.	Female.			
Totals.....	270,325	362	637	138,627	132,767	22,635,877	922,392	
Adams.....	2,081	1	2	1,075	1,002	158,530	12,630	
Ashland.....	1,850	1	.....	853	795	143,428	5,631	
Barron.....	3,601	11	8	1,916	1,824	229,291	17,826	
Rayfield.....	904	.....	3	477	433	78,736	2,078	
Brown.....	5,124	6	6	2,664	2,440	402,150	17,232	
Buffalo.....	4,056	.....	13	2,110	1,959	354,320	17,018	
Burnett.....	1,154	2	5	571	577	59,616	3,903	
Calumet.....	3,510	2	.....	1,863	1,699	322,814	15,220	
Chippewa.....	4,167	38	23	1,660	1,968	326,814	21,265	
Clark.....	4,746	3	8	2,408	2,339	444,980	20,960	
Columbia.....	5,524	12	26	2,885	2,708	469,630	29,723	
Crawford.....	3,575	2	11	1,840	1,788	275,066	18,712	
Dane { 1st. Dist.....	5,164	6	13	3,051	2,979	488,177	30,960	
Dane { 2d. Dist.....	4,704	3	21	2,484	2,235	391,492	23,846	
Dodge.....	8,208	17	25	4,304	3,837	753,201	38,274	
Door.....	3,507	6	10	1,803	1,720	286,609	10,616	
Douglas.....	411	.....	4	210	205	48,735	2,758	
Dunn.....	4,827	1	25	2,454	2,399	352,169	19,656	
Eau Claire.....	3,409	.....	12	1,752	1,647	394,588	13,493	

### *Enrollment and Attendance.*

	297	286	272	263
Florence.....	2,808	286	72,560	2,638
Fond du Lac....	2,808	3,184	518,930	35,960
Forest.....	96	89	11,430	1,725
Grant.....	4,661	4,823	368,083	41,230
Green.....	2,118	2,371	483,977	24,599
Green Lake.....	1,238	1,347	198,866	14,148
Iowa.....	2,623	2,669	369,508	22,536
Jackson.....	2,394	2,341	363,264	12,703
Jefferson.....	2,894	3,052	573,260	26,756
Juneau.....	2,894	2,391	573,260	26,756
Kenosha.....	2,845	845	418,693	13,000
Keweenaw.....	890	2,180	116,760	11,446
La Crosse.....	2,056	1,425	395,441	12,962
La Fayette.....	1,298	1,425	240,990	12,630
La Fayette.....	2,647	2,635	646,706	25,021
Langlade.....	547	568	105,145	8,541
Lincoln.....	482	410	67,990	4,275
Manitowoc.....	3,559	4,077	791,883	23,417
Marathon.....	2,713	2,886	420,580	23,885
Marquette.....	1,120	1,973	179,467	4,946
Marquette.....	1,082	1,254	200,598	12,699
Marquette.....	2,009	2,239	398,525	18,770
Milwaukee.....	3,231	3,863	398,525	26,285
Monroe.....	8,231	3,863	215,133	9,500
Oconto.....	1,278	1,407	120,775	3,347
Oconto.....	602	614	400,619	20,080
Oneida.....	2,412	2,521	283,607	11,420
Ontagamie.....	1,830	1,595	137,633	7,190
Ozaukee.....	897	865	383,264	3,890
Pepin.....	2,703	2,659	266,007	14,446
Pierce.....	1,768	1,936	254,710	12,965
Folk.....	1,792	1,860	102,590	7,430
Portage.....	583	662	210,980	16,720
Price.....	1,061	988	448,450	28,364
Racine.....	2,945	2,788	332,260	21,035
Richland.....	1,595	1,665	224,382	19,380
Rock { 1st. Dist.	1,312	1,299	452,484	153
Rock { 2d. Dist.	2,650	2,696		
St. Croix.....				

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE — 1891-92. — Continued.

COUNTIES — Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils in days.	Days taught aggregated.
	No. between 4 and 20.	Under 4.	Over 20.	Total No. who have attended Pub. Sch.			
				Male.	Female.		
Sauk.....	6,177	2	22	3,225	3,071	511,588	31,805
Sawyer.....	506	13	1	278	242	48,434	2,819
Shawano....	4,253	4	6	2,493	2,204	275,246	14,931
Sheboygan..	5,542	11	27	2,812	2,609	521,417	25,310
Taylor.....	1,532	4	.....	845	741	151,948	8,763
Trempealeau..	4,760	4	9	2,390	2,156	316,151	16,091
Vernon.....	7,188	4	40	3,734	3,632	600,427	22,250
Walworth....	5,432	4	1	2,875	2,651	560,057	28,181
Washington..	788	.....	.....	413	384	43,559	2,881
Waukegan....	4,804	2	2	2,446	2,289	443,415	22,090
Waushara....	7,088	1	12	3,630	3,475	675,158	30,848
Waupaca.....	5,598	6	6	2,717	2,881	443,646	23,599
Waushara.....	8,719	7	13	2,005	1,876	280,280	2,815
Winnebago....	8,957	8	6	2,096	1,875	844,914	22,257
Wood.....	3,724	.....	1	1,875	1,850	828,201	10,617

*Teachers and Superintendents.*

## TEACHERS AND SUPERINTENDENTS—1891-92.

COUNTIES—Exclusive of cities under city superintendents.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.		SUPERINTENDENTS' VISITS.	
	Male.	Female.	Total.	For males.	For females.	Schools visited.	No. visits made.
Totals.....	2,089	8,443	10,532	\$45 00	\$29 40	5,792	9,226
Adams.....	14	124	138	34 00	20 00	69	120
Ashland.....	7	48	55	73 00	42 00	83	43
Barron.....	43	149	193	51 00	27 00	103	200
Bayfield.....	5	21	26	50 00	40 00	24	60
Brown.....	29	68	97	42 00	30 00	86	142
Buffalo.....	47	84	131	41 00	28 00	95	137
Burnett.....	7	37	44	35 00	35 00	24	32
Calumet.....	22	64	86	51 00	28 00	67	253
Chippewa.....	35	220	255	40 00	30 00	135	188
Clark.....	36	154	190	220	43 00	129	195
Columbia.....	49	227	276	41 40	24 32	144	240
Crawford.....	26	143	169	35 00	23 00	100	150
Dane.....	33	186	219	44 00	29 00	126	155
Dane, { 1st Dist.....	41	175	219	53 00	26 00	135	141
Dane, { 2d Dist.....	75	194	269	43 00	30 00	169	207
Dodge.....	28	51	79	38 00	30 00	66	143
Door.....	4	17	21	42 00	41 40	17	38
Douglas.....	39	170	209	38 00	28 00	130	203
Dunn.....	11	128	139	57 00	29 00	75	148
Eau Claire.....	3	15	18	55 00	42 60	12	22
Florence.....	45	230	275	43 00	25 00	160	182
Fond du Lac.....	1	17	18	35 00	30 00	12	22
Forest.....							



*Teachers and Superintendents.*

## TEACHERS AND SUPERINTENDENTS — 1891-92 — Continued.

COUNTIES—Exclusive of cities under city superintendents.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.		SUPERINTENDENTS' VISITS.	
	Male.	Female.	Total.	For males.	For females.	Schools visited.	No. visits made.
Grant.....	53	330	381	\$48 60	\$25 00	150	170
Green.....	53	243	296	39 70	34 25	131	215
Green Lake.....	25	94	119	31 24	24 05	80	138
Iowa.....	33	179	213	46 00	34 50	70	73
Jackson.....	42	142	184	39 00	28 00	109	170
Jefferson.....	34	177	211	57 00	27 00	91	106
Juneau.....	25	164	189	52 00	25 00	87	138
Kenosha.....	23	60	83	39 00	32 00	63	146
Kewaunee.....	35	38	73	40 00	30 00	67	109
La Crosse.....	25	74	99	43 00	26 00	66	143
La Fayette.....	43	185	228	42 00	25 00	60	78
Langlade.....	6	84	90	35 00	31 00	60	98
Lincoln.....	8	41	49	35 00	32 00	45	83
Manitowoc.....	57	93	155	49 50	34 00	107	130
Marathon.....	66	132	198	40 00	31 00	198	163
Marquette.....	12	37	49	49 80	34 80	42	115
Marquette.....	13	86	99	38 00	23 00	64	161
Milwaukee.....	38	63	101	55 00	38 00	68	178
Monroe.....	42	199	241	44 00	24 00	138	173
Oconto.....	15	61	76	.....	.....	58	137
Oneida.....	5	28	33	82 00	43 00	26	40
Outagamie.....	23	143	166	42 00	28 00	121	196
Ozaukee.....	42	30	72	51 04	33 30	59	152
Pepin.....	13	61	74	43 00	27 00	50	97

*Teachers and Superintendents.*

Pierce.....	54	148	202	40 00	30 00	106	143
Polk.....	29	124	153	41 00	30 00	103	210
Portage.....	26	139	159	40 00	24 00	91	135
Price.....	10	65	75	55 00	37 00	.....	.....
Racine.....	16	81	97	32 00	24 00	75	125
Richland..	55	209	264	41 00	24 00	115	180
Rock. { 1st Dist.	26	148	174	49 00	29 00	84	260
Rock. { 2d Dist.	10	148	158	46 00	27 00	86	158
St. Croix.....	42	170	212	46 60	33 32	114	162
Sauk.....	47	193	240	38 00	28 00	.....	.....
Sawyer.....	4	27	31	70 80	39 00	17	53
Shawano..	27	109	136	33 16	28 52	92	115
Sheboygan.....	51	126	180	50 00	28 00	132	147
Taylor.....	11	66	77	40 00	30 00	64	78
Trempealeau	33	125	158	44 00	26 00	84	163
Vernon.....	66	222	288	37 00	23 00	158	178
Walworth.....	58	203	254	53 00	29 00	115	130
Washburn... ..	7	22	29	51 00	33 00	15	17
Washington.....	42	93	136	52 00	29 00	102	160
Waukesha.....	46	166	212	60 00	28 00	121	175
Waupaca.....	33	149	182	39 00	27 00	141	105
Waushara.....	28	161	189	34 00	22 00	103	205
Winnebago.....	24	154	178	41 53	25 50	106	128
Wood.....	24	94	118	54 00	29 00	88	130

*Teachers' Certificates.*

## TEACHERS' CERTIFICATES.—1891-92.

COUNTIES — Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY COUNTY SUP'T.										Appli- cants re- fus- ed certifi- cates.	Limited certifi- cates granted.	Teach- ers hold- ing state certifi- cates.	Normal teachers gradu- ates.	Normal teachers non-grad- uates.
	1st Grade.		2nd Grade.		3rd Grade.		Total.								
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.							
	198	194	201	743	1,437	6,352	9,095								
TOTAL.....	198	194	201	743	1,437	6,352	9,095		4,421	1,569	159	147	1414		
Adams.....	.....	.....	.....	4	14	90	108		.....	10	.....	.....	.....	10	
Ashland.....	2	2	1	1	2	50	58		8	4	3	.....	.....	7	
Barron.....	2	2	3	9	21	98	135		51	25	1	.....	.....	10	
Bayfield.....	3	5	2	5	2	11	28		2	3	3	.....	.....	4	
Brown.....	1	.....	8	14	7	71	101		70	3	.....	.....	.....	26	
Buffalo.....	4	2	7	11	35	45	104		67	2	1	.....	.....	19	
Burnett.....	.....	1	.....	1	3	27	38		3	6	.....	.....	.....	9	
Calumet.....	2	.....	2	2	19	92	117		40	68	1	.....	.....	32	
Chippewa.....	4	3	3	17	16	93	202		119	63	.....	.....	.....	.....	
Clark.....	1	1	3	8	23	153	189		45	4	3	.....	.....	15	
Columbia.....	4	3	7	13	39	176	242		134	22	6	.....	.....	.....	
Crawford.....	5	4	2	4	28	122	165		77	69	.....	.....	.....	6	
Dane — 1st dist.....	2	4	3	8	29	182	228		86	28	2	.....	.....	50	
Dane — 2nd dist.....	1	6	7	12	31	128	185		143	28	4	.....	.....	10	
Dodge.....	6	13	7	41	40	100	207		164	14	5	.....	.....	39	
Door.....	.....	2	4	3	11	32	52		45	9	.....	.....	.....	10	
Douglas.....	.....	2	1	3	6	15	27		3	8	.....	.....	.....	.....	
Dunn.....	5	4	1	16	15	78	119		86	26	2	.....	.....	27	
Eau Claire.....	9	6	.....	8	4	83	110		80	18	5	.....	.....	7	

### *Teachers' Certificates.*

Florence	1	5	2	11	16	92	4	1	2	6
Fond du Lac	1	4	46	129	182	56	56	4	2	100
Forest	2	1	12	12	27	2	2	4	2	3
Grant	14	35	45	259	366	6	6	2	1	13
Green	2	24	34	173	246	59	47	2	5	25
Green Lake	4	7	26	73	112	44	4	4	4	12
Iowa	2	2	37	198	242	90	119	3	4	60
Jackson	4	11	24	105	151	79	29	3	4	30
Jefferson	5	5	14	137	164	137	40	10	6	4
Juneau	2	16	25	180	173	109	47	3	3	12
Kenosha	2	19	51	74	74	28	10	3	3	60
Kewaunee	7	5	40	42	94	88	2	3	5	20
La Crosse	2	19	50	78	85	85	2	2	1	4
La Fayette	7	20	24	150	216	76	13	3	3	51
Langlade	2	7	5	48	67	23	4	4	4	9
Lincoln	2	3	5	55	65	18	22	4	4	7
Manitowoc	6	11	57	84	160	90	17	6	7	30
Marathon	2	7	46	102	158	67	12	1	1	48
Marquette	1	3	8	19	26	22	24	4	4	13
Marquette	1	4	9	59	76	51	21	1	1	13
Milwaukee	3	3	26	59	102	46	17	10	7	46
Monroe	20	42	29	89	209	191	18	6	4	14
Oconto	1	7	11	59	78	49	4	4	3	10
Oconto	1	2	5	22	31	2	4	1	1	31
Oneida	1	11	23	120	159	119	4	2	1	30
Outagamie	2	3	38	31	76	14	4	3	10	20
Ozaukee	2	12	9	33	61	20	37	3	4	16
Pepin	2	26	22	92	175	142	4	8	10	10
Pierce	9	6	14	63	87	74	37	2	4	6
Polk	3	18	23	139	192	66	4	1	3	27
Portage	2	5	4	34	46	7	41	3	2	12
price	2	11	11	80	111	43	86	3	5	20
racine	4	11	49	186	257	145	50	2	2	40
Richland	3	5	15	100	155	34	67	2	4	60
Rock — 1st dist.	10	19	20	149	194	67	1	2	4	20
Rock — 2nd dist.	2	14	20	149	194	67	1	2	4	20
St. Croix	8	16	24	132	184	60	1	2	4	20

*Teachers' Certificates.*

## TEACHERS' CERTIFICATES. — 1891-92 — Continued.

Countries — Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY COUNTY SUP'T.										Appli- cants re- fused certifi- cates.	Limited certifi- cates granted.	Teach- ers hold- ing state certifi- cates.	Normal teachers gradu- ates.	Normal teachers non-grad- uates.
	1st Grade.		2nd Grade.		3rd Grade.		Total.								
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.							
Sauk.....	4	4	12	20	30	150	250	180	27	7	2	18			
Sawyer.....	1	5	1	5	2	10	18	6	5	1	2	1			
Shawano.....	5	2	4	6	14	74	104	70	25	.....	.....	30			
Sheboygan.....	1	5	9	11	30	115	172	70	37	6	4	11			
Taylor.....	1	.....	1	2	7	73	84	20	33	2	2	5			
Trempealeau.....	5	8	18	14	31	83	159	104	2	2	4	10			
Vernon.....	3	3	10	22	24	64	126	114	98	5	4	10			
Walworth.....	4	3	5	13	33	158	216	76	11	6	10	52			
Washington.....	1	1	3	2	1	20	28	4	6	.....	2	2			
Waushara.....	4	2	3	6	22	63	100	17	5	3	.....	84			
Waukesha.....	7	2	5	24	39	176	253	46	3	8	5	75			
Waupaca.....	4	2	4	12	20	133	175	60	39	2	1	.....			
Winnebago.....	.....	.....	1	10	20	98	129	78	12	2	2	12			
Wood.....	2	1	6	12	13	96	130	107	80	2	1	87			
	2	4	2	9	10	93	120	53	45	2	.....	.....			

*Financial Receipts.*

## FINANCIAL RECEIPTS — 1891-92.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1891.	From taxes levied at district school annual meeting.	From taxes levied at school annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Total.....	\$887,944 17	\$1,232,144 55	\$161,787 44	\$547,890 72	\$618,613 26	\$360,001 69	\$3,798,381 83
Adams.....	\$4,672 78	\$6,408 11	\$3,570 22	.....	\$4,118 77	\$1,969 14	\$19,839 02
Ashland.....	7,923 95	.....	32,922 35	\$3,657 26	2,731 14	2,003 00	48,307 69
Barron.....	14,910 95	23,284 76	1,135 34	6,749 17	8,876 60	5,594 65	60,561 57
Bayfield.....	14,191 89	8,125 74	15,300 00	1,546 27	2,219 05	1,304 34	42,737 29
Brown.....	24,311 98	7,922 95	498 08	12,961 09	12,308 37	1,912 73	59,915 20
Buffalo.....	9,368 01	15,802 13	728 65	9,661 35	9,617 12	8,598 86	53,671 12
Burnett.....	5,191 81	4,960 15	1,170 62	2,090 86	2,034 40	471 46	15,919 30
Calumet.....	12,774 15	10,217 18	388 59	9,135 60	9,583 43	3,049 59	45,208 54
Chippewa.....	19,897 23	19,562 51	18,919 14	8,725 64	10,234 69	3,014 70	80,343 93
Clark.....	21,223 99	35,349 05	.....	9,560 35	9,158 52	5,628 67	80,920 58
Columbia.....	10,613 31	26,463 33	.....	9,106 41	11,133 89	6,872 58	64,194 52
Crawford.....	7,625 34	10,307 74	.....	6,821 76	8,734 50	1,604 63	25,091 06
Dane } 1st Dist.....	17,129 81	29,399 99	431 08	11,360 41	11,733 80	2,117 29	72,172 38
Dane } 2nd Dist.....	13,508 21	18,216 93	.....	10,019 97	10,018 15	2,501 00	54,364 20
Dodge.....	25,504 23	32,939 88	502 88	18,057 63	19,078 87	7,555 63	103,638 99
Poor.....	10,492 63	7,743 85	.....	7,828 65	10,911 39	1,404 68	38,881 53
Poulaas.....	2,888 34	1,060 00	15,018 99	796 48	339 29	9,335 12	29,438 17
Punn.....	14,316 46	19,316 26	487 71	8,828 62	10,626 65	4,740 55	58,316 25
Sau Claire.....	11,191 34	18,829 88	10 00	6,156 80	7,607 48	2,340 22	46,115 82
Tirolece.....	4,080 37	4,490 68	5,000 00	780 10	1,041 66	2,515 82	17,898 63
Fond du Lac.....	19,650 80	23,379 55	.....	14,108 76	13,461 64	3,056 63	73,657 38
Forest.....	666 95	.....	8,850 00	156 68	314 77	119 64	5,108 07

*Financial Receipts.*

## FINANCIAL RECEIPTS — 1891-92 — Continued.

COUNTIES — Exclusive of cities under city super intendent.	From money on hand June 30, 1891.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Grant.....	\$32,584 70	\$45,485 32	\$1,068 74	\$17,570 94	\$21,590 44	\$9,483 72	\$117,864 07
Green.....	10,775 26	23,050 87	.....	7,903 47	9,023 44	2,916 07	53,069 11
Green Lake.....	8,037 40	9,114 26	.....	5,262 51	6,421 99	481 21	29,317 37
Iowa.....	9,835 07	19,381 29	.....	9,335 09	10,253 26	10,009 57	58,814 28
Jackson.....	16,884 28	20,731 85	.....	8,639 27	8,637 96	5,286 42	60,802 71
Jefferson.....	19,923 18	36,573 93	622 93	13,454 63	12,906 11	13,083 57	95,940 42
Juneau.....	13,358 05	18,968 56	.....	7,328 15	8,207 86	7,899 45	59,601 68
Kenosha.....	4,061 82	12,951 21	3,839 81	4,113 50	4,601 71	899 26	26,645 50
Kewaunee.....	9,259 35	7,242 32	.....	10,103 05	11,841 76	1,969 24	40,163 41
La Crosse.....	9,017 09	12,817 03	347 69	5,754 11	6,558 11	1,330 37	35,557 71
La Fayette.....	11,673 70	29,478 48	100 00	9,321 60	9,337 05	3,235 02	63,144 85
Langlade.....	8,665 98	15,009 41	1,250 00	2,025 69	2,127 42	1,278 98	30,357 48
Lincoln.....	4,327 26	6,458 40	4,600 00	1,750 60	2,838 21	1,817 29	21,691 76
Manitowoc.....	30,111 06	37,500 54	707 15	20,115 58	20,772 53	27,753 71	137,050 17
Marathon.....	28,312 68	25,525 29	1,535 21	10,359 93	13,269 97	7,914 85	86,907 93
Marquette.....	7,732 29	13,733 17	1,723 27	3,970 18	4,560 87	2,960 03	34,699 81
Marquette.....	5,399 98	6,397 36	.....	4,813 22	6,009 29	374 05	24,000 10
Milwaukee.....	25,212 54	27,062 67	.....	14,020 87	11,684 28	11,997 24	89,975 55
Monroe.....	14,242 24	24,835 75	.....	11,502 73	14,055 39	10,962 00	75,598 02
Monroe.....	11,341 91	12,897 68	.....	5,451 10	5,987 30	8,232 53	44,411 59
Oconto.....	7,463 49	.....	18,800 00	356 84	2,275 64	11,410 00	40,306 07
Oneida.....	14,675 11	3,780 75	.....	10,658 60	11,689 25	3,720 55	45,294 94
Outagamie.....	11,930 26	11,620 67	24 06	8,193 49	7,440 44	4,881 08	43,591 00
Ozaukee.....	4,908 77	7,424 51	.....	9,440 72	5,814 51	574 19	22,163 73
Pepin.....	16,464 42	23,868 56	737 87	9,978 59	13,804 18	6,737 79	71,601 41
Pierce.....	11,790 73	18,937 87	535 75	7,252 46	9,382 67	4,471 87	52,340 84

*Financial Receipts.*

Portage.....	18,030 53	8,822 44	.....	8,433 73	9,437 51	2,603 04	48,254 55
Price.....	5,530 31	17,815 30	6,520 00	597 60	1,692 71	10,726 28	42,882 21
Racine.....	9,331 75	12,990 96	.....	6,572 57	7,369 89	1,699 01	37,934 84
Richland.....	11,763 01	19,498 50	.....	10,265 59	10,276 75	4,866 14	56,669 99
Rock } 1st Dist.....	12,431 90	23,753 14	818 45	5,728 97	5,839 44	4,388 48	52,463 38
Rock } 2nd Dist.....	7,919 04	21,557 24	35 41	5,090 02	4,745 18	1,072 94	40,419 83
St. Croix.....	15,803 93	31,141 88	174 16	9,579 96	10,035 27	18,838 44	80,573 44
Sauk.....	20,109 40	25,912 15	515 85	12,654 51	14,065 84	8,928 94	82,136 69
Sawyer.....	.....	.....	10,000 00	947 48	1,150 27	1,345 10	13,442 85
Shawano.....	17,047 91	14,047 23	.....	10,547 44	14,459 74	4,871 33	60,483 70
Sheboygan.....	13,714 84	17,883 76	143 65	11,810 60	15,434 24	4,186 21	63,175 30
Taylor.....	10,767 67	14,378 52	4,395 00	2,122 71	3,397 16	1,475 92	36,536 98
Trempealeau.....	14,038 23	14,967 51	.....	9,973 81	12,314 15	8,580 49	59,954 24
Vernon.....	14,758 68	19,063 44	.....	12,975 89	16,781 02	5,194 07	68,772 10
Walworth.....	14,393 91	49,337 50	32 77	9,901 23	9,880 38	15,648 30	99,194 09
Washington.....	5,789 16	8,821 31	1,700 00	718 90	305 55	3,588 47	20,923 39
Waushara.....	10,563 59	17,964 97	533 27	11,600 91	12,883 81	2,303 31	55,898 86
Waukesha.....	20,656 05	48,275 02	.....	13,855 04	13,514 45	11,536 39	107,837 93
Waupaca.....	14,966 35	17,911 86	.....	11,483 48	13,517 73	3,309 60	61,188 52
Winnebago.....	10,302 75	9,347 14	44 00	6,651 71	8,539 46	2,401 95	37,277 07
Wood.....	9,824 17	15,345 53	117 77	7,367 03	7,734 13	3,168 58	43,557 21
Wood.....	20,695 50	20,584 45	20 75	8,016 75	8,263 76	6,723 91	64,305 12



## Financial Disbursements.

## FINANCIAL DISBURSEMENTS.—1891-92.

Counties— Exclusive of cities under city super- intendent.	For build- ing and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebted ness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1892.
Total .....	\$400,694 49	\$59,032 32	\$544,527 92	\$1,279,262 33	\$132,535 00	\$63,053 20	\$338,382 47	\$2,862,492 73	\$985,889 10
Adams .....	1,677 45	483 40	2,066 00	8,964 10	273 52	825 75	1,429 84	15,679 06	4,159 96
Ashland .....	7,976 28	578 15	3,150 00	15,586 00	.....	1,560 54	4,551 93	30,140 34	11,930 41
Barron .....	4,546 77	1,104 62	8,393 50	18,554 86	742 45	963 29	5,361 43	39,673 92	20,887 65
Bayfield .....	12,587 24	460 29	1,882 01	8,278 25	1,175 00	736 70	6,625 48	31,744 96	10,992 33
Brown .....	5,179 24	1,132 47	10,494 50	15,937 05	886 95	938 21	5,790 00	40,319 36	19,585 84
Huffalo. ....	10,156 22	1,193 09	11,592 55	12,044 00	1,802 59	339 59	3,857 14	41,010 19	12,660 14
Bu nett .....	1,655 61	163 56	1,128 50	5,106 82	993 23	334 77	1,630 58	11,118 10	4,801 20
Calumet .....	5,869 39	414 27	6,836 00	14,090 00	1,230 21	600 63	4,793 35	31,833 85	45,204 69
Chippewa .....	6,399 59	1,219 30	6,329 14	31,428 40	1,432 00	1,495 45	6,457 47	54,791 35	25,519 54
Clark .....	5,937 33	1,753 45	9,434 75	25,558 50	2,634 56	1,495 70	8,449 72	55,317 21	25,603 36
Columbia .....	5,338 73	808 64	11,480 60	24,544 00	1,916 48	1,124 26	6,253 87	51,506 58	12,637 94
Crawford ..	1,787 65	504 58	4,978 00	13,866 15	1,127 71	212 66	2,706 49	20,273 27	9,820 79
Dane— 1st dist. ....	3,281 54	626 28	8,011 50	29,026 87	2,903 90	891 82	7,581 73	52,323 61	19,848 74
Dane— 2d dist. ....	2,832 23	594 01	8,594 25	23,722 45	1,671 25	616 52	4,139 62	42,100 33	12,203 93
Dodge .....	6,712 10	1,412 75	18,775 65	37,525 00	3,491 02	1,445 73	11,711 47	81,073 38	23,565 26
Door .....	2,672 19	415 92	7,194 20	10,754 75	555 13	703 94	9,927 12	26,193 25	12,188 23
Douglas .....	9,164 87	1,335 66	959 00	5,196 00	2,013 54	2,195 00	6,538 43	27,402 50	2,035 67
Dunn .....	5,749 37	859 54	6,746 00	21,678 06	1,637 22	718 89	4,162 05	41,542 03	16,774 22
Eau Claire ..	4,035 99	570 38	4,419 00	18,470 70	1,604 47	792 45	5,200 86	35,212 75	10,903 07
Florence .....	2,456 99	650 69	1,150 00	4,873 75	1,008 80	159 20	3,630 21	13,929 64	3,968 99
Fond du Lac	4,492 62	1,091 58	10,536 50	29,413 87	1,576 66	1,102 63	7,051 70	55,236 55	18,490 80

*Financial Disbursements.*

Forest.....	248 11	20 00	210 00	2,808 75	75 00	43 76	646 36	4,031 98	1,076 09
Grant.....	9,828 35	1,525 43	14,800 25	46,647 60	3,070 95	1,849 98	12,634 40	94,347 44	24,053 25
Green.....	3,529 00	518 16	8,450 38	20,966 02	3,266 45	763 06	4,203 35	41,696 92	11,372 19
Green Lake.	1,465 36	451 46	4,488 40	10,936 85	1,961 10	662 22	2,158 16	21,125 55	8,191 82
Iowa.....	5,365 49	329 80	8,891 65	23,798 35	4,826 45	1,105 38	5,396 85	49,713 74	9,100 54
Jackson.....	3,780 58	614 97	9,061 58	19,843 30	569 11	843 75	5,631 69	40,344 73	20,457 98
Jefferson...	15,035 82	1,614 34	11,727 97	38,416 70	3,705 16	1,266 00	11,212 05	77,978 09	17,962 38
Juneau.....	5,105 58	579 51	8,414 00	22,534 15	3,086 62	951 17	6,158 28	43,829 31	12,772 27
Kenosha...	1,695 40	376 32	5,860 50	11,361 58	198 78	333 38	1,990 97	21,866 93	4,778 57
Kewaunee...	2,394 48	747 79	11,820 47	9,324 25	788 44	776 60	4,312 17	30,164 20	9,999 21
La Crosse...	4,253 24	957 69	6,579 00	11,819 43	871 99	971 62	2,615 36	27,568 35	7,988 36
LaFayette...	3,243 41	1,089 72	13,387 60	25,431 75	1,093 23	1,172 63	7,338 24	51,756 58	11,398 27
Langlade...	3,068 22	927 21	992 52	13,078 52	855 48	556 95	2,093 80	21,572 58	8,784 80
Lincoln....	2,323 15	788 88	2,172 00	7,592 00	997 02	153 10	2,628 58	16,654 70	5,037 53
Manitowoc...	39,867 67	1,125 71	24,563 93	29,578 60	1,070 39	1,940 78	12,501 12	110,947 60	26,402 57
Marathon...	6,755 83	2,245 76	16,048 20	21,100 74	2,995 20	1,806 92	6,463 93	57,416 58	29,491 35
Marquette...	3,988 90	355 70	5,549 50	9,273 05	2,189 63	259 83	3,686 10	25,302 71	9,397 10
Milwaukee...	1,742 33	296 76	3,281 00	9,590 86	1,520 21	268 74	1,838 33	18,754 22	5,245 88
Monroe....	7,594 49	1,153 46	18,450 70	19,135 80	6,393 70	575 19	9,974 38	63,277 72	26,697 83
Oconto....	4,854 64	1,006 87	10,493 10	26,657 31	1,967 16	895 21	7,193 19	53,067 48	22,530 54
Oneida.....	9,632 17	1,249 17	4,760 00	11,294 04	1,353 42	1,165 40	3,834 91	33,289 11	11,122 48
Outagamie...	4,354 51	347 73	2,825 00	9,388 75	12,446 29	1,128 88	8,402 38	38,593 54	1,712 53
Ozaukee...	4,984 65	1,119 29	5,687 00	22,192 00	1,549 07	743 88	5,655 06	41,929 45	8,365 48
Pepin.....	3,055 15	894 68	15,684 00	8,158 00	66 41	598 22	3,743 32	32,199 78	11,391 22
Pierce.....	1,358 88	205 38	3,693 00	8,390 75	445 61	332 19	1,897 63	16,323 44	5,839 29
Polk.....	7,192 90	296 04	11,164 88	21,006 80	3,439 45	1,547 32	7,545 66	52,193 05	19,408 36
Portage....	5,771 18	823 59	6,388 66	17,105 94	631 25	1,828 04	4,994 29	36,542 95	15,797 89
Portage....	3,799 03	760 60	4,492 00	14,313 00	705 12	1,155 23	3,310 68	29,470 29	18,784 16
Price.....	11,198 22	633 68	3,336 88	13,514 41	1,632 75	582 28	8,020 92	38,919 14	4,132 00
Racine.....	1,939 11	794 47	4,564 50	17,511 49	1,67 40	506 16	2,921 56	30,426 44	7,508 40
Richland...	5,195 95	494 75	8,382 01	20,744 32	3,132 43	679 41	6,009 66	44,638 53	12,031 46
Rock—									
1st dist...	5,921 84	377 11	5,885 80	20,259 07	1,356 48	484 65	5,600 37	39,985 32	12,478 06
Rock—									
2d dist...	961 84	569 61	2,715 33	20,669 87	1,278 82	141 00	4,177 86	30,514 33	9,905 56
St. Croix...	13,994 93	1,100 12	10,228 35	28,483 65	1,787 09	1,494 84	7,964 54	65,053 07	15,520 87

*Financial Disbursements.*

## FINANCIAL DISBURSEMENTS, 1891-92 — Continued.

Counties— Exclusive of cities under city super- intendent.	For build- ing and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebted- ness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1892.
Sauk .....	\$15,480 59	\$1,021 62	\$10,059 50	\$28,466 14	\$3,083 52	\$1,032 32	\$6,701 19	\$65,843 88	\$16,343 31
Sawyer ....	652 30	249 46	1,720 80	5,236 00	.....	299 70	625 40	8,783 66	4,659 19
Shawano...	3,186 92	1,116 09	6,013 00	16,338 05	3,123 60	1,114 78	6,474 75	37,717 16	22,766 54
Sheboygan.	4,072 14	805 52	14,709 57	20,787 00	1,338 02	702 62	5,594 84	48,109 71	15,065 59
Taylor .....	5,617 22	465 93	3,654 25	11,997 38	1,085 43	1,361 77	3,210 09	27,392 07	9,144 91
Trempeale'u	9,121 72	836 25	8,326 63	18,458 25	569 54	1,185 64	6,579 76	45,077 79	14,876 45
Vernon ....	3,597 70	1,473 32	10,616 98	25,505 78	1,791 82	1,668 67	8,172 25	52,886 52	15,875 68
Walworth..	9,217 34	654 85	14,064 60	37,578 94	4,868 34	1,448 95	10,005 69	77,838 71	21,345 38
Washington	3,426 57	2,332 92	2,075 00	5,305 80	577 44	601 30	3,051 49	17,389 52	3,542 87
Washington	3,090 34	1,680 90	16,206 45	17,619 80	959 51	644 94	6,233 40	46,435 34	9,463 52
Waushara..	12,209 19	833 55	15,288 25	35,230 69	8,861 32	1,293 07	10,723 80	84,431 37	23,406 56
Waupaca..	4,358 21	1,434 91	7,116 00	25,180 80	1,390 36	1,168 20	4,948 77	43,587 25	17,601 27
Waushara..	2,123 84	891 41	4,070 05	14,785 62	553 84	508 80	3,545 66	26,478 72	10,798 35
Winnebago.	3,334 53	582 37	5,259 75	19,102 45	274 20	684 68	4,592 32	33,830 30	9,726 91
Wood .....	5,187 19	869 76	7,996 50	16,954 35	2,896 40	1,306 74	6,122 60	41,333 54	22,971 58

*Apparatus — Private Schools.*

## APPARATUS — PRIVATE SCHOOLS (Not Incorporated). — 1891-92.

COUNTIES — Exclusive of cities under city superin- tendents.	APPARATUS.					PRIVATE SCHOOLS.						
	No. of districts supplied with outline maps.	Number of districts sup- plied with a globe.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No of male teachers en- gaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public schools.	Whole number of daily attendance of different pupils.	No. between 7 and 18 years in attendance upon.	No. districts that ob- served arbor day.	No. of trees planted.
Totals.....	4,242	2,547	3,469	393,176	376	225	264	11,369	919,475	9,832	2,408	18,358
Adams.....	36	15	66	2,230	...	2	2	...	52,500	250	31	90
Ashland.....	26	25	10	4,320	3	...	...	275	3,453	88	23	130
Barron.....	63	80	32	9,307	2	...	5	9	...	...	5	22
Bayfield.....	9	7	9	1,325	5	...	...	...	47,470	369	27	244
Brown.....	52	39	26	8,806	11	3	11	1,143	1,220	17	37	288
Buffalo.....	72	51	53	5,418	6	3	4	80	...	...	13	77
Burnett.....	22	19	9	3,674	...	...	...	...	10,611	385	63	470
Calumet.....	46	55	62	4,864	10	3	7	282	8,441	123	60	610
Chippewa.....	95	...	70	11,397	6	1	2	115	2,840	29	22	280
Clark.....	101	96	80	12,903	6	4	3	45	710	...	5	56
Columbia.....	67	67	110	4,600	3	2	1	10	...	...	52	...
Crawford.....	61	65	37	3,723	3	2	...	99	900	112	97	352
Dane, } 1st dis..	113	89	101	6,345	7	7	...	332	16,690	233	46	116
Dane, } 2d dis..	97	75	52	4,768	7	2	8	813	56,780	660	126	1,494
Dodge.....	128	97	190	7,508	27	21	7	...	...	...	39	442
Door.....	48	37	65	6,201	2	...	2	...	...	...	...	...

*Apparatus — Private Schools.*

## APPARATUS — PRIVATE SCHOOLS (Not Incorporated). — 1891-92.

COUNTIES — Ex- clusive of cities under city superintendents.	APPARATUS.					PRIVATE SCHOOLS.						
	No. of districts supplied with outline maps.	No. of districts supplied with a globe.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No. of male teachers en- gaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public schools.	Whole number of daily attendance of different pupils.	No. between 7 and 18 years in attendance upon.	No. districts that ob- served arbor day.	No. of trees planted.
Douglas.....	13	13	17	5,618	3	3	..	..	1,320	..	1	11
Dunn.....	98	91	58	8,782	..	..	..	..	..	..	36	274
Eau Claire.....	46	53	62	7,496	2	..	..	..	..	..	50	306
Florence.....	9	8	1	613	..	..	..	..	..	..	7	16
Fond du Lac.....	102	70	42	6,363	19	7	19	426	68,123	725	48	345
Forest.....	8	9	..	890	..	..	..	..	..	..	1	..
Grant.....	116	67	44	9,040	8	3	9	390	13,803	294	52	318
Green.....	67	73	41	8,902	1	1	..	..	..	2	22	115
Green Lake.....	37	29	16	1,915	..	..	..	39	48,00	45	52	318
Iowa.....	74	60	57	4,848	3	3	16	153	1,200	155	29	185
Jackson.....	67	36	25	5,868	3	3	..	30	439	..	34	190
Jefferson.....	84	82	127	7,063	2	12	4	373	42,655	297	66	313
Juneau.....	54	47	47	5,432	2	1	1	24	6,562	15	42	279
Kenosha.....	46	31	24	2,170	..	..	..	..	..	..	17	126
Kewaunee.....	41	44	51	6,252	7	5	5	260	44,550	207	37	522
La Crosse.....	43	44	66	4,680	4	4	..	37	890	25	21	212
La Fayette.....	73	71	40	8,020	3	2	3	6	2,140	17	34	290
Langlade.....	50	50	43	5,206	..	1	1	40	4,550	..	30	180

*Apparatus — Private Schools.*

[illegible]

## Text Books.

TEXT BOOKS—DEPARTMENTS—TOWNSHIP LIBRARIES—DISTRICT LIBRARIES—1891-92.

	TEXT BOOKS.					DEPARTMENTS.					TOWNSHIP LIBRARIES.					DISTRICT LIBRARIES.				
	No. of districts which have adopted a list of text-books.	No. of which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount with held from school fund during the year for purchase of books.	Amount expended for books during the year.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes purchased since 1887.	No. of volumes added to district library during the year.	Amount expended for them.	Whole No. of volumes in district libraries.			
Total.....	3,532	2,886	2,308	1,048	1,350	5,159	261	69	115	\$14,740 61	\$14,348 53	19,355	295	54,265	6,273	\$5,100 56	28,579			
Adams.....	43	25	27	6	20	70	1	1	1	\$169 80	\$95 45	118	5	650	42	.....	41			
Ashland.....	33	33	72	31	35	80	1	1	1	170 84	232 66	90	2	265	1	.....	2			
Barron.....	63	64	13	13	8	70	2	1	3	276 79	216 90	150	1	412	150	\$109 00	154			
Bayfield.....	10	8	24	7	17	70	4	1	3	347 49	215 90	314	5	150	291	20 60	105			
Brown.....	40	38	24	3	45	80	1	1	3	247 81	21	66	9	2,567	208	186 65	889			
Buffalo.....	56	41	48	23	3	27	1	1	3	122 84	123 40	104	4	850	293	163 11	2,190			
Burnett.....	28	27	28	2	23	60	1	1	3	463 50	302 80	881	4	1,728	145	228 50	360			
Calumet.....	40	34	28	65	13	128	1	1	3	194 00	298 00	358	3	560	145	92 00	127			
Chippewa.....	93	85	88	78	18	100	1	1	3	170 17	157 67	231	6	1,479	145	92 00	127			
Clark.....	83	85	96	5	12	132	1	1	3	319 90	275 20	231	6	1,012	145	92 00	127			
Columbia.....	54	39	32	5	15	88	1	1	3	170 17	157 67	231	6	1,012	145	92 00	127			
Crawford.....	45	29	21	5	15	88	1	1	3	173 80	234 70	416	8	1,025	145	92 00	127			
Dane.....	30	20	20	18	18	116	7	1	3	487 50	489 26	736	10	1,831	.....	.....	40			
1st Dist.....	47	39	40	18	18	116	7	1	3	487 50	489 26	736	10	1,831	.....	.....	40			
2d Dist.....	78	68	48	11	38	111	5	2	3	232 60	211 42	328	5	684	21	96 00	462			
Podge.....	98	87	31	10	19	170	7	1	3	352 30	373 76	521	7	1,369	130	96 00	1,268			
Door.....	50	46	78	14	35	62	2	1	3	450 81	428 24	545	9	1,724	.....	5 00	18			
Douglas.....	1	1	16	16	16	11	1	1	3	28 60	110 30	180	3	320	.....	.....	38			
Dunn.....	77	65	55	59	20	109	10	1	3	423 88	273 09	372	3	1,584	31	50 00	294			
Eau Claire.....	50	47	43	36	7	69	1	1	3	186 80	215 08	812	5	1,356	87	50 00	324			

Countries—Exclusive of cities under city superintendents.

## Text Books.

Florence.....	73	8	27	13	161	1	2	4	221 55	155 06	169	2	721	391	290 97	751
Fond du Lac.....	11	10	6	5	11	2	1	4						28	26 00	302
Forest.....	91	60	40	28	178	12	7	6		150 00	160	2	247	25	15 00	155
Grant.....	38	47	41	20	107	8	2		28 80	30 45	230	2	114	18	37 46	200
Green.....	14	16	3	6	66	7	1		354 10	925 47	779	2	93			
Green Lake.....	60	46	34	29	113	7	1	3	167 90	252 60	245	2	644	23	28 70	1 149
Iowa.....	84	54	64	28	107	5	1	2	349 23	437 93	563	2	1 482	288	270 00	923
Jackson.....	69	31	13	10	118	6	1	2	447 43	160 98	114	7	2 085	61	118 00	2 482
Jefferson.....	36	25	16	6	90	2	5	5	147 10	68 00	110	1	4 405	283	243 20	15
Juneau.....	15	8	6	1	29	64			535 30	590 00	901	9	1 051	212	180 00	287
Kenosha.....	40	39	21	21	133			2	932 00	260 80	262	1	823	263		
Kewaunee.....	68	61	56	7	113	6	2		437 34	308 71	611	10	1 247	292	266 00	1 872
La Crosse.....	63	53	27	3	113	6	2	3	100 00	79 83	220	4	464			
La Fayette.....	27	18	17	2	41	1			16 50							
Langlade.....	27	19	19	2	30	1			22 88	53 45	73	5				
Lincoln.....	118	109	115	101	9	2	3	5	333 10	218 28	815	8	1 012	299	209 70	956
Manitowoc.....	24	24	20	14	6	1	1	2	96 00	131 60	186	1	132	57	44 00	132
Marathon.....	23	24	10	6	56	2	1	1	437 50	431 84	519	2	453			96
Marquette.....	32	23	10	98	98	1	4		168 40	132 60	159	2	1 830	519	431 80	1 530
Milwaukee.....	13	31	33	7	92	6	1		188 80	178 20	150	2	218	307		
Monroe.....	84	31	30	15	57	3	3	3	87 30				292			
Ocon o.....	6	6	13	7	7	3	2	1	19 10	18 19	19	1	550	36	69 00	352
Oneida.....	72	62	53	5	50	1	2	1		75 00	100	1	1 833	125	93 00	741
Outagamie.....	35	27	15	10	49	6	1	1	51 70	88 20	121	2	690			376
Ozaukee.....	65	45	5	11	75	2	1	2	902 40	332 11	331	3	985	150	387 40	1 016
Peplin.....	45	32	30	11	48	1	2		235 00	210 30	238	8	896	23	34 00	452
Pierce.....	70	62	61	27	390	9	2	2	84 10	79 97	96	3	473			25
Polk.....	45	32	30	11	48	1	2		175 60	327 27	499	5	537			485
Portage.....	98	19	37	40	32	3	1	1		100 00	185	2	659	120	100 00	89
Price.....	40	30	14	5	12	3	2	1	168 80	163 21	244	3	454	17	15 00	
Racine.....	58	36			114	3										
Richard.....																
Rock —																
1st Dist.....	40	25	13	8	5	5	2	2	247 40	216 00	224	5	224	224	246 00	224
2d Dist.....	98	23	7	5	1	2		2	166 80	166 05	175	4	463			
3d Dist.....	51	38	27	12	81	4	3	2	300 60	277 60	418	8	1 348	211	122 70	1 206
St. Croix.....	71	58	40	7	34	10	1		380 40	353 45	464	9	1 835	83	39 65	1 026
Stark.....	17	17	17	17	34	3	1	1								
Sawyer.....	57	51	59	28	32	94	3	1	177 41	73 90	156	4	513	68	27 50	591
Shawano.....	65	53	43	33	98	5	2	2	243 30	237 90	218	3	644	29	17 20	81
Sheboygan.....	48	46	33	35	5	3	2	2	243 30	219 90	232	3	798	96	55 00	661
Taylor.....	67	59	45	17	40	73	4	2	245 30	206 02	191	3	1 867	258	235 00	2 075
Trempealeau.....	113	93	66	20	47	142	7	1	625 32	536 90	618	5	1 212	335	461 00	1 218
Vernon.....	53	41	14	9	6	1	2	4	308 90	259 40	412	4		38	3 00	538
Walworth.....	18	16	13	17	17	1	1	1								
Washington.....	34	50	19	11	19	1	1	1	504 24	471 93	772	8	1 177	65	50 00	
Winnebago.....	61	46	23	5	17	100	15	5	496 40	586 10	703		2 387			



## Text Books.

## TEXT BOOKS — DEPARTMENT — TOWNSHIP LIBRARIES — DISTRICT LIBRARIES — 1891-92 — Continued.

COUNTIES — Exclusive of cities under city superintendent.	TEXT BOOKS.					DEPARTMENTS.				TOWNSHIP LIBRARIES.			DISTRICT LIBRARIES.					
	No. of districts which have adopted a list of text-books.	No. which use only text-books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one depart ment only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more de- partments.	Amount with the fund during the year for purchase of books.	Amount expended for books during the year.	No. of volumes pur- chased during the year.	No. of towns that com- plied with the law during the year.	No. of volumes pur- chased since 1887.	No. of volumes add- ed to the district libraries during the year.	Amount expended for them.	Whole No. of volumes in district libraries.	
Waupaca.....	76	66	46	9	37	110	9	1	2	\$238 70	\$270 00	445	6	607				
Wausau.....	65	35	17	12	19	96	5	1		78 93	104 50	186	2	260				
Winnebago.....	38	31	22	4	17	92	6			157 91	156 50	247	2	314	93	\$10 68	617	
Wood.....	45	45	43	20	21	62	5	1	2	168 40	139 78	200	4	697				

## School Houses.

## SCHOOL HOUSES — 1891-92.

Countries — Exclusive of cities under city superintendence.	No. of schools maintained.	No. of pupils accommodated.	No. of school-houses built during the year.	Cost of school-houses built the last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school-houses in good condition with out-houses in	No. of school-houses with special provision for ventilation.	No. supplied with railroad maps or plans.
<b>Total</b> .....	6,953	336,678	242	\$294,110	\$1,704,519	\$381,596	\$5,386,115	6,271	5,927	5,722	5,421	2,360	4,437
Adams .....	70	2,832	2	\$661	\$23,110	\$1,261	\$4,360	68	64	63	65	23	60
Ashland .....	47	2,001	4	4,059	33,700	7,565	41,674	38	35	29	40	24	28
Barron .....	118	4,431	5	1,574	50,826	7,217	59,103	107	104	95	190	38	48
Bayfield .....	24	1,090	...	...	32,150	12,060	44,210	13	11	12	12	6	10
Brown .....	87	5,848	6	3,765	70,398	6,182	66,690	81	76	61	60	68	89
Buffalo .....	96	5,024	...	12,000	71,420	5,165	76,585	84	83	83	70	20	61
Burnett .....	23	1,405	...	1,232	11,986	1,037	13,024	31	30	21	27	9	25
Calumet .....	67	4,359	4	3,705	52,058	6,245	59,303	71	70	71	71	28	67
Chippewa .....	158	5,884	4	2,624	66,268	6,440	72,723	142	131	131	132	63	123
Clark .....	130	5,706	4	3,638	93,632	9,910	103,540	111	109	101	99	65	80
Columbia .....	162	7,582	7	4,104	100,872	12,039	112,911	144	131	131	130	86	144
Crawford .....	162	4,507	2	1,040	141,135	3,319	44,454	97	86	80	79	37	87
Dane .....	145	7,047	...	...	100,135	12,780	102,915	127	124	127	127	65	89
1st district .....	140	6,605	...	...	76,200	7,750	82,960	125	122	109	109	52	85
2nd district .....	224	10,577	1	470	141,545	20,802	162,347	183	183	161	176	66	191
Dodge .....	66	4,050	2	3,753	30,540	3,015	33,555	65	63	90	64	2	66
Poor .....	17	7,019	5	1,210	15,270	3,730	19,000	17	16	15	16	...	14
Poula .....	180	5,725	6	7,700	58,781	4,006	62,786	130	119	115	119	45	74
Punn .....	85	3,927	4	8,129	43,991	3,545	47,536	76	73	24	67	17	60
Rau Claire .....	9	622	1	300	13,170	7,605	14,885	9	9	9	9	5	9
Roseau .....	173	8,597	4	3,556	87,949	12,532	100,601	9	149	158	168	82	100
Rond au Lac .....	11	292	...	...	4,800	520	5,320	8	7	6	9	...	7
Forest .....	11	1,373	...	1,586	188,440	17,205	205,640	8	216	199	253	55	104
Grant .....	264	6,391	1	4,694	75,164	7,240	82,704	137	115	111	112	43	68

## School Houses.

## SCHOOL HOUSES — 1891-92 — Continued.

COUNTIES — Exclusive of cities under city superintendent.	No. of schools maintained.	No. of pupils accommodated.	No. of school-houses during the year.	Cost of school-houses built the last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school-houses in good condition.	No. of school-houses with special provision for ventilation.	No. supplied with railroad maps of Wisconsin.
Green Lake	78	3,449	2	\$1,247	\$34,425	\$5,050	\$39,475	71	71	59	77	19	42
Iowa	140	6,786	6	2,607	95,855	7,883	103,738	123	111	112	96	43	71
Jefferson	109	5,312	3	11,535	157,043	5,802	162,845	131	130	125	91	30	170
Juniata	97	7,778	6	2,981	37,760	4,503	42,263	104	100	86	89	25	36
Kenosha	63	2,720	1	3,233	37,625	6,180	43,805	61	56	63	52	23	53
Kewaunee	63	2,609	2	3,121	34,550	4,430	38,980	57	57	52	32	28	56
La Crosse	193	8,600	4	2,386	136,941	13,357	150,298	126	119	101	94	47	91
La Fayette	134	6,850	2	2,047	21,699	1,975	23,674	63	62	53	54	11	37
Lafayette	80	1,663	6	1,972	16,384	1,275	17,659	39	36	33	32	18	35
Lincoln	107	5,154	5	46,725	164,282	19,676	183,958	115	115	95	107	56	60
Mantowoc	107	5,154	5	2,414	94,556	8,035	102,591	130	143	139	144	72	93
Marathon	113	7,704	2	2,963	28,367	2,833	31,200	66	62	60	66	13	39
Marquette	84	2,904	2	1,260	102,681	49,707	152,388	68	60	60	65	11	60
Marquette	97	3,425	2	4,400	91,900	10,760	102,660	139	135	114	117	63	97
Milwaukee	111	8,063	6	2,310	37,550	6,935	44,485	18	18	18	18	4	104
Monroe	98	3,968	5	2,310	37,550	6,935	44,485	18	18	18	18	4	104
Oconto	98	3,968	5	2,310	37,550	6,935	44,485	18	18	18	18	4	104
Ontonagon	123	6,993	6	2,310	37,550	6,935	44,485	18	18	18	18	4	104
Outagamie	72	4,960	2	2,310	37,550	6,935	44,485	18	18	18	18	4	104
Ozaukee	47	2,184	1	6,616	95,017	4,250	99,267	30	27	26	26	24	59
Pepin	130	6,235	4	6,050	51,345	7,012	58,357	108	102	102	97	39	34
Pierce	103	4,450	4	6,570	51,345	7,012	58,357	108	102	102	97	39	34
Polk	103	4,450	4	6,570	51,345	7,012	58,357	108	102	102	97	39	34
Portage	94	4,680	3	10,960	41,125	4,755	45,880	42	51	38	35	30	30
Price	55	1,669	3	10,960	41,125	4,755	45,880	42	51	38	35	30	30
Racine	63	3,599	4	1,860	84,400	8,894	93,294	134	116	119	104	53	68
Richland	137	6,847	4	1,860	84,400	8,894	93,294	134	116	119	104	53	68

*School Houses.*

Rock	1st district.	2d district.	St. Croix.	Sauk.	Sawyer.	Shawano.	Sheboygan.	Taylor.	Trempealeau.	Vernon.	Walworth.	Washington.	Waukesha.	Waupaca.	Wausara.	Winnebago.	Wood.
91	4,170	3,588	68,775	9,670	78,445	84	89	76	98	86	87	66	100	115	101	89	35
86	3,569	15,170	87,400	8,530	65,950	86	87	72	75	86	87	66	100	115	101	89	35
114	6,632	10	171,391	8,373	119,664	114	106	108	138	114	106	115	113	115	101	89	35
178	7,870	7	98,734	11,971	138,515	108	140	148	158	108	140	115	113	106	101	89	35
19	7,000	.....	10,650	1,709	11,700	11	141	148	158	108	140	115	113	106	101	89	35
96	5,303	.....	59,890	9,555	59,844	96	82	84	8	96	82	66	100	115	101	89	35
182	7,316	4	76,967	9,555	59,844	115	107	108	112	115	107	66	100	115	101	89	35
62	2,166	5	31,525	8,847	30,512	115	55	58	66	115	55	66	100	115	101	89	35
196	5,132	6	68,005	5,455	59,844	115	103	91	60	115	103	66	100	115	101	89	35
170	8,592	8	79,000	7,734	59,844	115	144	148	158	115	144	66	100	115	101	89	35
157	6,769	3	150,697	20,036	150,702	121	115	116	127	121	115	66	100	115	101	89	35
19	1,093	2	24,053	1,655	24,715	130	119	119	127	130	119	66	100	115	101	89	35
109	6,743	2	104,614	9,565	114,170	130	97	84	127	130	97	66	100	115	101	89	35
158	8,532	3	175,710	48,035	218,745	130	115	113	113	130	115	66	100	115	101	89	35
139	6,593	5	63,830	6,535	72,965	130	118	113	113	130	118	66	100	115	101	89	35
103	5,081	3	47,348	3,568	50,886	103	108	101	99	103	108	66	100	115	101	89	35
110	5,358	3	63,348	7,090	70,495	100	99	93	99	100	99	66	100	115	101	89	35
88	4,374	3	57,438	10,815	68,243	70	68	64	67	70	68	66	100	115	101	89	35

## Census Statistics.

## CENSUS STATISTICS—1890-91.

CITIES — Under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	No. of such.	No. who att'd pub. school 12 w'ks or more.	No. who att'd priv. school 12 w'ks or more.
Totals.....	91,870	94,241	186,111	73,250	45,081	24,184
Antigo.....	722	707	1,429	674	430	220
Appleton.....	2,139	2,088	4,227	1,716	.....	.....
Ashland.....	1,361	1,444	2,805	1,046	776	207
Baraboo.....	628	795	1,423	508	504	.....
Beaver Dam.....	826	781	1,607	1,109	576	174
Beloit.....	1,000	1,067	2,067	800	756	15
Berlin.....	706	732	1,408	601	365	234
Brodhead.....	175	201	376	164	199	.....
Columbus.....	333	339	672	321	280	45
De Pere.....	395	419	814	347	150	183
Eau Claire.....	2,801	2,927	5,728	2,435	1,889	678
Fond du Lac.....	2,109	2,207	4,316	1,737	1,023	416
Fort Howard.....	954	897	1,751	780	641	190
Grand Rapids.....	311	304	615	274	203	73
Green Bay.....	1,516	1,497	3,003	1,354	832	552
Hudson.....	412	439	851	324	280	40
Janesville.....	1,952	2,110	4,062	1,377	1,054	248
Kaukauna.....	984	960	1,944	898	381	511
Kenosha.....	1,064	1,004	2,072	991	434	514
La Crosse.....	3,944	4,148	8,092	3,392	2,450	817
Madison.....	2,465	2,575	5,040	625	611	.....
Marinette.....	1,739	1,703	3,442	1,039	1,342	237

*Census Statistics.*

Menasha.....	808	848	1,656	756	423	304
Menomonie.....	926	914	1,840	821	673	185
Merrill.....	923	952	1,875	885	727	118
Milwaukee.....	37,882	38,449	76,881	29,538	16,069	12,571
Mineral Point.....	453	512	965	.....	.....	.....
Neenah.....	1,020	1,123	2,143	859	771	88
New London.....	323	367	690	294	276	.....
Oconto.....	858	860	1,718	771	771	.....
Oshkosh.....	4,017	4,102	8,119	3,067	1,536	1,357
Portage.....	893	971	1,864	714	578	250
Prairie du Chien.....	519	573	1,091	494	264	218
Racine.....	4,000	4,363	8,363	2,983	1,988	847
Reedburg.....	300	301	601	249	204	95
Rice Lake.....	349	380	679	304	219	77
Ripon.....	543	595	1,138	459	407	25
Sheboygan.....	3,337	3,406	6,803	2,863	1,474	1,280
Stevens Point.....	1,436	1,880	2,816	1,178	748	420
Sturgeon Bay.....	477	499	976	458	318	109
Watertown.....	1,747	1,593	3,340	1,281	687	582
Waupaca.....	338	381	719	313	308	.....
Wausau.....	1,624	1,734	3,356	1,438	1,019	846
Whitewater.....	597	645	1,242	473	447	8

*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE.—1890-91.

CITIES — Under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.						Days taught.
	Number between 4 and 20.			Under 4.	Over 20.	Total number enrolled.	
	Female.		Total.				
	Male.						
Totals.....	41,079	41,281	82,360	8	93	83,101	8,240
Antigo.....	429	407	836	.....	1	837	180
Appleton.....	987	977	1,964	.....	3	1,967	175
Ashland.....	580	642	1,222	.....	15	1,237	190
Baraboo.....	528	631	1,159	.....	9	1,168	176
Beaver Dam.....	391	406	797	.....	.....	797	190
Beloit.....	614	722	1,336	.....	4	1,340	195
Berlin.....	422	427	849	2	.....	851	180
Brodhead.....	173	199	372	.....	.....	373	180
Columbus.....	249	255	504	.....	.....	504	190
De Pere.....	188	138	326	.....	.....	276	178
Eau Claire.....	1,592	1,566	3,158	.....	4	3,162	180
Fond du Lac.....	1,095	1,070	2,170	.....	12	2,182	195
Fort Howard.....	854	897	1,751	.....	.....	1,065	190
Grand Rapids.....	219	179	398	.....	.....	398	179
Green Bay.....	688	777	1,465	.....	.....	1,465	200
Hudson.....	305	330	635	.....	.....	635	180
Janesville.....	806	874	1,680	.....	5	1,685	190
Kaukauna.....	250	354	604	.....	.....	604	180
Kenosha.....	350	364	714	.....	2	716	190
La Crosse.....	2,277	2,208	4,485	.....	5	4,490	200
Madison.....	1,033	1,033	2,066	.....	7	2,093	185
Marquette.....	1,066	1,122	2,218	.....	1	2,219	200

### *Enrollment and Attendance.*

Menasha.....	225	388	608	608	190
Menomonic .....	662	600	1,262	1,266	180
Merrill.....	7-4	699	1,483	1,484	180
Milwaukee.....	14,240	13,834	28,074	28,074	193
Mineral Point.....	310	853	663	665	185
Neenah.....	504	530	1,034	1,034	180
New London.....	187	199	386	388	180
Oconto.....			644	644	200
Oshkosh.....	1,520	1,382	2,902	2,905	200
Portage.....	408	448	856	857	190
Prairie du Chien.....	284	278	562	568	190
Racine.....	1,732	1,734	3,486	3,493	200
Reedsburg.....	207	190	397	398	180
Rice Lake.....	218	249	467	468	180
Ripon.....	373	415	788	788	180
Sheboygan.....	1,278	1,294	2,572	2,573	197
Stevens Point.....	660	667	1,327	1,327	190
Sturgeon Bay.....	310	293	603	603	192
Watertown.....	583	575	1,158	1,158	200
Waupaca.....	273	312	585	588	180
Wausau.....	903	901	1,804	1,804	180
Whitewater.....	322	342	664	665	190



*Teachers and Salaries.*

## TEACHERS AND SALARIES — 1890-91.

CITIES — Under city superintendent.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.			
	Male.	Female.	Total.	Highest to males.	Average to males.	Highest to females.	Average to females.
Totals.....	178	1,486	1,664	\$3,000	\$1,046	\$1,300	\$381 17
Antigo.....	1	13	14	\$1,300	\$1,300	\$450	\$378 08
Appleton.....	7	39	46	1,200	1,000	606	400 00
Ashland.....	3	24	27	1,500	1,016	570	525 00
Baraboo.....	1	21	22	1,600	1,600	585	412 33
Beaver Dam.....	1	16	17	1,500	551	550	420 00
Beloit.....	1	25	26	1,400	1,400	600	426 00
Berlin.....	2	18	20	1,200	825	504	303 48
Brodhead.....	1	8	9	1,000	1,000	450	309 30
Columbus.....	1	11	12	1,200	1,200	500	344 00
De Pere.....	1	9	10	950	950	495	382 50
Eau Claire.....	7	57	64	1,750	97	55	45 38
Fond du Lac.....	3	48	51	1,400	916	605	382 61
Fort Howard.....	2	15	17	1,200	754	600	370 00
Grand Rapids.....	1	6	7	1,000	540	420	.....
Green Bay.....	3	29	32	1,500	796	600	460 00
Hudson.....	1	11	12	1,200	1,200	600	380 00
Janesville.....	2	43	45	1,800	1,300	550	443 00
Kaukauna.....	3	7	10	720	705	300	341 00
Kenosha.....	2	15	17	1,200	850	1,000	380 00
La Crosse.....	3	80	83	1,200	1,188	600	469 00
Madison.....	3	44	47	2,000	1,500	750	450 00
Marquette.....	4	32	36	1,600	1,046	650	480 00

*Teachers and Salaries.*

Menasha .....	1	13	14	1,250	1,250	550	383 00
Menomonie .....	3	24	27	1,600	816	720	408 00
Merrill .....	1	24	25	1,350	1,350	600	348 00
Milwaukee .....	64	459	523	3,000	1,385	1,300	730 00
Mineral Point .....	2	11	13	1,200	825	450	310 00
Neenah .....	1	18	19	1,500	1,500	650	381 00
New London .....	1	8	9	1,000	1,000	315	286 80
Oconto .....	5	11	16	1,000	645	500	444 00
Oshkosh .....	9	56	65	2,000	865	650	428 00
Portage .....	1	18	20	1,400	1,400	600	381 00
Prairie du Chien .....	1	9	10	1,100	1,100	600	343 00
Racine .....	8	66	74	1,800	1,125	1,050	408 75
Reedsburg .....	1	8	9	1,000	1,000	500	380 00
Rice Lake .....	1	11	13	1,000	1,050	450	382 50
Ripon .....	2	13	15	1,000	750	450	350 00
Sheboygan .....	8	46	54	1,500	790	600	402 22
Stevens Point .....	1	27	28	1,500	1,500	617	400 25
Sturgeon Bay .....	2	10	12	1,100	800	500	390 00
Watertown .....	2	22	24	1,600	1,250	600	395 00
Waupaca .....	1	10	11	1,100	1,100	405	335 00
Wausau .....	2	29	32	1,260	855	550	351 00
Whitewater .....	2	15	17	1,600	1,125	600	408 40

## Teachers' Certificates.

## TEACHERS' CERTIFICATES—1890-91.

CITIES — Under city superintendent.	Teachers holding state cer- tificates.	CERTIFICATES GRANTED BY CITY SUP'T.										Applicants refused certificates.	NORMAL TEACHERS.	
		1st Grade.		2nd Grade.		3rd Grade.		Total.	Graduates.	Non-grad uates.				
		To Males	To Fem.	To Males	To Fem.	To Males	To Fem.							
Totals.....	107	22	57	4	121	15	534	753	153	382	225			
Antigo.....	1	.....	.....	.....	7	.....	4	11	.....	.....	6			
Appleton.....	8	.....	1	.....	2	.....	23	25	.....	2	.....			
Ashland.....	.....	1	2	.....	.....	.....	24	27	5	4	16			
Baraboo.....	8	.....	.....	.....	13	.....	5	17	.....	3	4			
Beaver Dam.....	.....	1	3	.....	8	.....	10	17	.....	.....	.....			
Beloit.....	.....	.....	4	.....	21	.....	.....	25	.....	.....	.....			
Berlin.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2			
Brodhead.....	.....	.....	.....	.....	.....	.....	8	8	.....	3	3			
Columbus.....	1	.....	.....	.....	.....	.....	.....	6	6	.....	2			
De Pere.....	1	.....	.....	.....	2	.....	.....	2	.....	2	2			
Eau Claire.....	7	1	3	1	8	.....	40	53	6	3	16			
Fond du Lac.....	.....	2	2	.....	1	.....	12	17	5	.....	1			
Fort Howard.....	.....	.....	6	.....	12	.....	5	23	4	2	1			
Grand Rapids.....	1	1	3	.....	3	.....	.....	7	.....	1	3			
Green Bay.....	6	1	1	.....	5	.....	.....	7	.....	2	6			
Hudson.....	2	.....	.....	.....	3	.....	7	10	.....	4	6			
Janesville.....	2	.....	.....	.....	.....	.....	.....	.....	.....	3	2			
Kaukauna.....	2	2	.....	.....	1	.....	7	10	.....	3	.....			
Kenosha.....	2	.....	.....	1	1	.....	17	19	3	1	8			
La Crosse.....	5	8	6	.....	.....	.....	73	87	1	33	44			

*Teachers' Certificates.*

[illegible]



*School-Houses and TextBooks.-*

	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	12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*Apparatus, Libraries and Kindergartens.*

## APPARATUS, LIBRARIES AND KINDERGARTENS, 1890-91.

CITIES — Under city superin- tendents.	No. of school- rooms occupied.	Sufficient black- boards.	Reading charts	Map of state.	Map of U. S.	Science charts.	Globe.	Other apparatus.	Adequate apparatus.	Unab. Dict.
TOTALS. . .	1,406	1,390	681	1,019	898	559	775	951	754	1,078
Antigo.....	13	13	6	8	5	4	10	10	6	11
Appleton..	45	45	11	30	15	4	15	18	35	34
Ashland..	25	25	6	10	8	2	8	25	25	20
Baraboo..	24	24	3	11	11	8	8	19	19	11
Beaver Dam..	16	16	6	12	18	5	14	14	.....	15
Beloit.....	18	16	3	18	4	1	1	1	1	10
Berlin.....	18	18	1	9	6	2	5	1	1	12
Brodhead..	8	8	3	3	8	2	2	3	8	8
Columbus..	10	9	2	8	8	1	1	7	.....	6
De Pere.....	6	4	1	4	3	2	2	6	.....	4
Eau Claire..	60	60	15	12	12	6	16	60	60	58
Fond du Lac..	47	47	14	47	16	6	14	8	.....	22
Fort Howard..	18	17	6	18	5	1	3	13	5	13
Grand Rapids..	7	7	3	7	6	2	5	7	6	4
Green Bay..	24	24	5	.....	7	4	4	10	18	22
Hudson.....	11	11	4	6	8	2	4	6	6	18
Janesville..	40	40	6	40	40	40	40	40	40	30
Kaukauna..	9	8	2	9	6	2	6	5	9	8
Kenosha..	14	14	8	14	14	3	12	14	.....	10
La Crosse..	67	67	26	44	26	1	36	67	.....	54

*Apparatus, Libraries and Kindergartens.*

Madison .....	47	15	33	28	1	28	28	28	32
Marquette.....	33	5	33	33	.....	27	2	2	16
Menasha.....	13	3	8	4	.....	2	4	4	5
Menomonie.....	24	6	20	17	2	7	24	24	22
Merrill.....	23	11	31	13	3	18	2	2	22
Milwaukee.....	400	400	409	400	400	400	400	400	384
Mineral Point..	13	8	13	8	.....	8	13	13	5
Neenah.....	17	5	17	8	.....	6	17	17	17
New London....	9	3	5	6	2	4	7	5	8
Oconto.....	14	4	14	14	1	3	1	.....	7
Oshkosh.....	66	8	13	10	3	10	25	10	21
Portage.....	18	6	6	6	1	7	12	.....	6
Prairie du Chien	10	4	10	5	1	4	4	10	10
Racine.....	68	16	60	50	12	10	10	.....	42
Reedsburg.....	7	2	7	2	1	2	1	.....	4
Rice Lake.....	8	3	1	1	1	3	4	.....	5
Ripon.....	13	5	4	4	2	2	1	1	7
Sheboygan.....	37	31	37	19	1	1	39	37	28
Stevens Point...	25	7	12	7	6	6	1	.....	25
Sturgeon Bay...	8	1	5	4	1	2	1	1	5
Watertown. ...	24	4	4	3	20	5	1	24	23
Waupaca.....	8	2	5	8	1	2	8	1	3
Wausau.....	27	12	20	18	1	17	2	.....	20
Whitewater....	15	12	13	12	1	8	12	.....	5



*Apparatus, Libraries and Kindergartens.*

## APPARATUS, LIBRARIES AND KINDERGARTENS, 1890-91.

CITIES — Under city superintendent.	LIBRARIES.					KINDERGARTENS.			
	Value of all apparatus.	Volumes added this year.	Amount expended for same.	Total No. vols. in library.	Cash Value.	Public libraries in city.	No. in city.	Teachers employed.	Pupils en- rolled.
Totals.....	\$58,312 00	2,466	\$4,590	48,689	\$54,052 00	.....	89	74	4,860
Antigo.....	\$ 500	271	\$ 200	470	\$ 550	No.	.....	.....	.....
Appleton.....	2,500	212	250	2,154	8,000	No.	.....	.....	.....
Ashland.....	300	10	16	300	500	Yes.	1	2	40
Baraboo.....	500	.....	15	625	459	No.	1	1	65
Beaver Dam.....	1,000	25	50	100	350	Yes.	.....	.....	.....
Beloit.....	200	110	130	350	400	No.	.....	.....	.....
Berlin.....	1,500	.....	250	1,000	500	Yes.	.....	.....	.....
Brodhead.....	250	13	1,743	200	250	No.	.....	.....	.....
Columbus.....	350	30	8	55	36	Yes.	.....	.....	.....
De Pere.....	283	30	34	455	561	Yes.	.....	.....	.....
Eau Claire.....	545	12	73	543	895	Yes.	.....	.....	.....
Fond du Lac.....	1,350	16	16	554	845	Yes.	.....	.....	.....
Fort Howard.....	800	2	9	92	225	Yes.	.....	.....	.....
Grand Rapids.....	800	8	18	150	350	Yes.	1	1	.....
Green Bay.....	840	.....	.....	.....	.....	Yes.	.....	.....	.....
Hudson.....	200	60	50	400	850	Yes.	.....	.....	.....
Janesville.....	1,500	40	100	702	1,500	No.	.....	.....	.....
Kaukauna.....	741	152	101	383	385	No.	.....	.....	.....
Kenosha.....	700	19	57	374	400	No.	.....	.....	.....
La Crosse.....	2,000	61	70	700	700	Yes.	.....	.....	.....



*Financial Receipts.*

## FINANCIAL RECEIPTS — 1890-91.

Cities — Under city superin- tendent.	Amount on hand June 30, 1890.	From taxes for building and repairing.	From taxes for teachers' wages.	From taxes for appra- tus and li- braries.	From general tax for school purposes.	From taxes levied by county board.	From income of school fund.	From all other sources.	Total.
<b>Total.....</b>	<b>\$565,975 73</b>	<b>\$78,120 00</b>	<b>\$3,500 00</b>	<b>\$425 11</b>	<b>\$841,509 15</b>	<b>\$133,856 25</b>	<b>\$222,996 07</b>	<b>\$65,047 62</b>	<b>\$1,911,788 19</b>
Antigo.....	\$55 08				\$11,100 00	\$1,478 88	\$1,478 98	\$401 61	\$29,934 45
Appleton.....	24,467 55	\$15,520 00			30,000 00	3,700 00	6,246 14	1,580 26	67,994 35
Ashland.....	17,991 50				17,500 00	2,700 00	2,690 71	3,198 78	44,079 69
Baraboo.....	17,280 28				10,083 25	1,629 19	2,136 57	671 06	31,800 35
Beaver Dam.....	3,980 10				7,000 00	2,254 55	2,254 56	363 36	15,802 58
Beloit.....	6,994 40				9,000 00	2,346 55	2,639 55	3,440 56	24,421 06
Berlin.....	4,108 22				6,500 00	1,878 50	1,910 88	1,207 86	15,605 46
Brodhead.....	1,063 86				2,620 00	493 16	520 11	524 61	5,521 74
Columbus.....	208 54	7,000 00			3,667 40	904 51	924 30	588 51	13,298 26
DePere.....	930 87				2,943 40	998 45	998 45	353 56	6,224 73
Eau Claire.....	26,322 27				31,035 00	6,993 16	7,403 83	549 44	72,308 70
Fond du Lac.....	7,826 44				13,000 00	6,520 78	6,520 78	1,297 91	35,165 91
Fort Howard.....	1,490 64				6,100 00	2,123 04	2,303 14	404 74	12,421 56
Grand Rapids.....	397 13				3,200 00	774 33	325 21	45 66	4,742 28
Green Bay.....	1,024 46				10,507 92	3,604 61	3,992 02	2,491 71	21,530 72
Hudson.....	5,066 00				5,000 00	975 04	1,081 43	150 00	13,272 47
Janesville.....	13,895 92	20,000 00			10,000 00	5,342 50	5,419 39	910 11	55,067 93
Kaukauna.....	2,296 38				3,178 16	3,574 72	1,870 30	.....	11,698 78
Kenosha.....	14,255 80	35,000 00			10,094 87	2,600 00	2,856 11	177 68	64,984 11
La Crosse.....	29,000 00				42,000 00	10,217 99	11,515 13	669 14	93,402 77
Madison.....	12,293 32				26,896 97	6,046 00	6,281 36	8,944 88	55,463 03

*Financial Receipts.*

Marinette .....	5,933 70.	.....	.....	.....	30,233 51.	4,027 34.	4,117 33.	374 28.	44,676 16
Menasha .....	4,516 82.	600 00	\$3,500 00	\$100 00	1,050 00	2,105 60	2,105 60	7,825 11	21,803 13
Menomonee .....	9,637 85	.....	.....	.....	14,500 00	2,309 58	2,412 10	239 30	29,098 83
Merrill .....	13,739 88	.....	.....	.....	9,000 00	1,900 00	2,944 65	325 11	27,909 64
Milwaukee .....	228,981 74	.....	.....	.....	369,311 56	.....	93,057 29	4,915 68	695,966 27
Mineral Point .....	3,285 98	.....	.....	.....	4,000 00	1,823 21	1,323 21	663 86	10,586 26
Neenah .....	9,348 20	.....	.....	.....	6,975 27	2,694 74	2,764 86	327 11	22,110 18
New London .....	197 80	.....	.....	.....	3,467 88	507 83	325 11	210 27	5,108 39
Oconto .....	2,286 04	.....	.....	.....	5,791 20	1,919 06	2,146 51	343 23	12,486 04
Oshkosh .....	14,757 27	.....	.....	.....	34,000 00	.....	10,959 61	70 25	59,787 13
Portage .....	1,416 09	.....	.....	.....	5,483 91	2,149 88	2,364 43	682 74	12,097 05
Prairie du Chien .....	3,545 92	.....	.....	.....	2,220 75	1,352 04	1,500 92	375 76	8,995 39
Racine .....	19,345 14	.....	.....	.....	26,500 00	20,220 00	.....	16,227 08	82,292 22
Reedsburg .....	1,445 67	.....	.....	.....	1,500 00	700 52	1,042 88	180 10	4,869 17
Rice Lake .....	76 78	.....	.....	325 11	4,735 85	760 91	1,589 01	36 75	7,524 41
Ripon .....	3,310 28	.....	.....	.....	5,749 93	1,390 13	1,883 01	242 35	12,575 70
Sheboygan .....	30,406 26	.....	.....	.....	20,803 14	6,762 34	8,403 54	478 79	66,854 07
Stevens Point .....	7,896 79	.....	.....	.....	9,000 00	3,640 85	3,640 85	499 13	24,677 62
Sturgeon Bay .....	954 88	.....	.....	.....	2,200 00	1,158 04	2,527 70	171 17	7,011 29
Watertown .....	9,059 89	.....	.....	.....	4,996 74	4,589 64	4,855 12	424 74	23,926 13
Waupaca .....	568 71	.....	.....	.....	2,863 40	905 85	1,239 01	945 64	6,522 61
Wausau .....	3,088 56	.....	.....	.....	8,618 69	325 11	.....	4,822 31	16,854 67
Whitewater .....	1,777 12	.....	.....	.....	6,590 85	3,557 61	325 11	1,780 27	14,330 96

*Financial Disbursements.*

## FINANCIAL DISBURSEMENTS—1890-91.

CITIES — Under city superintendents.	For building and repairing.	For apparatus and libraries.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total.	Balance on hand June 30, 1891.
TOTALS...	\$226,520 21	\$9,337 80	\$192,314 31	\$660,303 67	\$9,565 62	\$11,799 75	\$242,005 17	\$1,363,736 94	\$549,477 72
Antigo.....	\$18,072 95	...	\$1,605 52	\$4,366 88	\$660 80	...	\$4,525 06	\$29,230 71	\$703 74
Appleton.....	15,567 64	\$2,204 68	7,860 00	14,825 98	1,868 85	...	6,739 91	60,611 98	7,382 27
Ashland.....	7,939 80	261 34	2,647 50	10,558 75	...	458 98	5,469 42	27,388 83	16,790 86
Baraboo.....	12,894 59	121 33	1,600 00	9,041 63	...	172 73	2,901 29	26,731 07	5,069 28
Beaver Dam.....	12,000 48	300 00	1,500 00	5,800 00	...	189 10	2,838 02	11,877 60	3,924 98
Beloit.....	464 83	100 00	1,400 00	10,630 00	...	...	3,698 13	16,292 36	8,128 10
Berlin.....	105 37	250 00	1,650 00	5,494 96	...	...	2,543 98	10,044 31	5,561 15
Brodhead.....	58 94	...	1,000 00	2,475 00	...	...	363 22	3,897 16	1,624 58
Columbus.....	62 36	40 98	1,200 00	3,377 00	37 14	18 75	1,945 12	6,831 35	7,061 91
De Pere.....	196 86	55 31	930 00	2,296 00	...	...	1,450 60	4,947 77	1,276 96
Fau Claire.....	9,057 09	21 45	5,202 50	21,552 75	535 00	1,187 74	11,876 50	49,433 03	22,870 67
Fond du Lac.....	2,108 17	284 82	2,750 00	16,831 64	...	270 25	4,882 48	27,127 36	8,038 55
Fort Howard.....	1,364 13	99 40	1,508 75	5,555 24	...	...	2,556 68	11,064 20	1,357 36
Grand Rapids.....	347 08	28 00	1,000 00	2,540 00	...	...	1,625 55	5,540 63	...
Green Bay.....	1,762 29	...	2,382 80	11,133 37	...	...	5,579 18	20,857 64	673 08
Hudson.....	300 00	100 00	1,200 00	4,182 00	...	100 00	2,019 00	8,901 00	3,371 47
Janesville.....	10,066 39	300 00	2,530 00	15,811 00	...	...	5,392 42	34,119 81	20,948 11
Kaukauna.....	166 83	138 91	1,440 00	2,565 00	650 00	172 72	5,728 80	10,863 20	830 58
Kenosha.....	45,117 04	217 00	1,700 00	5,700 00	...	368 00	4,441 54	57,543 54	7,440 57
La Crosse.....	2,008 61	35 07	11,894 9	36,470 38	...	353 99	11,846 50	62,609 54	30,793 23
Madison.....	10,295 80	...	4,500 00	20,897 98	1,200 00	486 74	7,670 08	45,050 60	10,411 43
Marinette.....	12,000 00	...	3,140 00	14,895 50	...	1,003 68	7,553 79	38,594 97	6,081 19
Menasha.....	1,128 46	106 00	1,350 00	4,977 50	...	43	1,444 91	8,953 98	12,847 80
Menomonie.....	2,288 66	197 29	2,450 00	9,684 00	...	128 80	3,656 50	18,405 25	10,698 58
Merrill.....	6,901 19	105 60	1,350 00	7,513 10	...	1,217 42	2,810 97	19,898 28	8,011 36
Milwaukee.....	...	711 63	80,109 00	268,806 50	...	...	77,221 46	426,839 59	269,126 86

### *Financial Disbursements.*

Mineral Point...	243 09	1,650 00	3,420 00	113 86	1,960 02	7,386 97	8,209 29
Neenah...	407 15	1,500 60	6,875 50	37 80	2,272 57	13,965 63	8,144 55
New London...		1,000 00	2,132 50		1,494 05	4,701 53	4,066 84
Oconto...		8,100 00	4,500 00		600 00	8,200 00	4,286 04
Oshkosh...	3,035 97	8,143 00	23,773 01	485 85	4,539 85	40,762 01	19,025 13
Portage...		90 13	6,490 00		2,539 84	10,519 47	1,577 58
Pra. du Chien...	147 66	1,100 00	3,080 00	47 00	1,040 12	5,507 30	8,488 09
Racine...	29,088 04	8,900 00	23,538 75	1,605 83	8,938 09	71,855 22	16,437 00
Reedsburg...	208 86	1,000 00	2,660 00		489 84	4,376 59	498 58
Rice Lake...	583 85	1,000 00	3,477 43	600 00	1,611 28	6,950 41	574 50
Ripon...	173 27	1,495 00	4,500 00		2,190 02	8,376 79	4,198 91
Steboygan...	21,415 94	6,820 60	16,842 62	1,443 40	12,749 79	58,967 50	7,886 57
Stevens Point...	4,832 38	1,500 00	10,882 49	332 00	2,132 98	21,692 54	2,995 08
Sturgeon Bay...	128 55	1,314 25	2,389 63	242 69	705 88	4,928 43	2,082 86
Watertown...	2,645 74	2,500 00	8,617 88	82 30	2,925 36	16,847 30	7,078 83
Wausau...	154 00	1,100 00	3,415 90	253 70	354 85	5,389 09	1,123 52
Wausau...	1,169 05	1,710 00	9,590 00		2,866 40	15,398 80	1,455 87
Whitewater...	816 44	2,350 00	6,500 00	389 21	4,258 52	14,949 08	

## Census Statistics.

## CENSUS STATISTICS—1891-92.

CITIES—Under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 18.		
	Male.	Female.	Total.	No. of such.	No. who att'd pub. sch. 12 wks, or more.	No. who att'd private sch. 12 wks or more.
Totals.....	100,189	102,494	202,683	82,647	42,840	27,249
Antigo.....	751	701	1,452	714	455	214
Appleton ..	2,042	2,261	4,303	1,897	1,138	1,025
Ashland.....	1,445	1,544	2,994	1,278	849	289
Baraboo .....	674	807	1,481	530	525	.....
Beaver Dam.....	824	762	1,586	736	454	243
Beloit .....	996	1,058	2,054	774	734	7
Berlin.....	653	630	1,283	567	381	189
Brodhead.....	179	194	373	147	188	.....
Chippewa Falls.....	1,558	1,780	3,338	1,331	646	566
Columbus.....	365	334	699	283	234	27
De Pere.....	428	465	893	352	152	185
Eau Claire.....	2,808	2,987	5,795	2,443	1,884	411
Fond du Lac.....	2,178	2,315	4,493	1,749	1,318	405
Fort Howard.....	940	1,002	1,942	1,681	697	121
Grand Rapids.....	341	389	730	314	203	97
Green Bay.....	1,552	1,483	3,035	1,243	695	498
Hudson.....	438	466	904	349	307	39
Janesville.....	2,041	2,141	4,182	1,420	1,167	292
Kaunawa.....	1,067	1,072	2,139	1,339	509	555
Kenosha.....	1,056	978	2,039	953	889	511
La Crosse.....	4,148	4,461	8,609	4,141	2,746	887

*Census Statistics,*

Madison.....	2,310	2,282	4,492	1,880	1,241	689
Marquette.....	2,000	1,914	3,914	1,854	1,519	281
Menasha.....	893	960	1,853	825	363	457
Menomonie.....	921	935	1,856	862	701	139
Merrill.....	1,174	1,216	2,390	1,089	793	185
Milwaukee.....	39,713	40,403	80,116	31,278	17,610	12,573
Mineral Point.....	438	458	881	412	360	85
Neenah.....	998	1,157	2,155	803	808	98
New London.....	415	397	812	324	248	76
Oconto.....	1,021	1,017	2,038	804	396	401
Onalaska.....	286	286	572	266	259	32
Oshkosh.....	4,279	4,242	8,521	3,180	1,682	1,400
Portage.....	927	1,049	1,976	726	530	249
Prairie du Chien.....	585	572	1,107	435	220	208
Racine.....	4,117	4,450	8,567	3,443	2,425	978
Reedsburg.....	312	308	620	288	245	115
Rice Lake.....	423	397	820	351	252	90
Ripon.....	500	557	1,057	455	529	18
Sheboygan.....	3,803	3,584	7,387	2,996	1,670	1,198
Stevens Point.....	1,443	1,354	2,797	822	822	431
Sturgeon Bay.....	469	465	934	455	820	117
Tomahawk.....	311	348	639	262	223	609
Watertown.....	1,696	1,682	3,378	1,293	666	245
Waupaca.....	397	393	790	328	317	266
Wausau.....	1,616	1,560	3,176	1,278	909	266
West Superior.....	2,275	2,212	4,487	2,149	1,697	23
Whitewater.....	538	576	1,114	473	364	23



*Enrollment and Attendance.*

## ENROLLMENT AND ATTENDANCE—1891-92.

CITIES—Under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.						Average daily attendance.	Days taught.
	Number between 4 and 20.			Under 4.	Over 20.	Total number enrolled.		
	Male.	Female.	Total.					
Totals .....	44,913	45,402	90,315	4	421	90,740	64,970	8,917
Antigo .....	406	397	803	.....	1	804	516	179
Appleton .....	1,040	950	1,990	.....	4	1,994	1,246	175
Ashland .....	726	769	1,495	.....	7	1,502	1,021	180
Baraboo .....	562	674	1,236	.....	.....	1,236	925	180
Beaver Dam .....	385	412	797	.....	.....	797	584	180
Beloit .....	612	714	1,326	.....	8	1,329	949	195
Berlin .....	382	390	772	.....	1	773	531	179
Brodhead .....	171	188	359	.....	.....	359	254	180
Chippewa Falls .....	618	660	1,278	.....	8	1,276	922	180
Columbus .....	254	249	503	.....	.....	503	324	190
De Pere .....	153	186	339	.....	1	340	294	180
Eau Claire .....	1,715	1,725	3,440	.....	10	3,450	2,209	180
Fond du Lac .....	1,076	1,082	2,158	.....	3	2,161	1,679	197
Fort Howard .....	549	517	1,066	.....	1	1,067	758	190
Grand Rapids .....	218	195	413	1	2	416	288	200
Green Bay .....	.....	.....	1,500	.....	.....	1,500	1,118	200
Hudson .....	327	871	698	.....	4	.....	500	180
Janesville .....	985	947	1,883	.....	2	1,881	1,395	180
Kaukauna .....	381	327	658	.....	.....	658	398	180
Kenosha .....	384	388	747	.....	2	749	570	180

*Enrollment and Attendance.*

La Crosse.....	2,406	2,360	4,766	4	4,770	3,369	200
Madison.....	1,005	1,082	2,087	...	2,087	1,554	185
Marquette.....	1,207	1,141	2,348	...	2,349	1,512	200
Menasha.....	304	337	641	...	641	399	190
Menomonie.....	665	583	1,248	...	1,252	915	180
Merrill.....	773	788	1,561	1	1,563	883	169
Milwaukee.....	14,872	14,674	29,546	...	29,552	21,737	194
Mineral Point.....	330	400	730	...	733	454	165
Neenah.....	532	575	1,107	...	1,107	895	185
New London.....	207	222	429	...	431	320	180
Oconto.....	395	390	785	...	785	533	200
Onalaska.....	166	199	365	...	367	288	170
Oshkosh.....	1,498	1,488	2,986	...	2,988	2,119	198
Portage.....	415	445	860	...	861	645	190
Pra. du Chien.....	292	273	565	...	568	336	180
Racine.....	1,787	1,823	3,610	2	3,612	2,750	200
Reedsburg.....	219	210	429	...	432	310	180
Rice Lake.....	218	242	460	...	460	300	180
Ripon.....	414	438	853	...	853	514	180
Sheboygan.....	1,391	1,377	2,768	1	2,772	1,883	196
Stevens Point.....	715	667	1,382	4	1,384	1,027	180
Sturgeon Bay.....	287	303	590	2	590	405	199
Tomahawk.....	230	226	456	...	456	247	180
Watertown.....	563	557	1,120	...	1,120	776	200
Wausau.....	270	312	582	...	585	412	180
Wausau.....	718	953	1,671	3	1,672	1,268	179
West Superior.....	1,873	1,854	3,727	1	3,727	2,090	195
Whitewater.....	342	397	739	328	4,055	548	187
				6	745		

*Teachers and Salaries.*

## TEACHERS AND SALARIES—1891-92.

CITIES — Under city superintendent.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.			
	Male.	Female.	Total.	Highest to males.	Average to males.	Highest to females.	Average to females.
Totals.....	218	1,705	1,923	\$3,000	\$1,071	\$1,300	\$413
Antigo.....	1	15	16	\$1,200	\$1,200	\$540	\$389
Appleton.....	11	40	51	1,500	1,018	600	444
Ashland.....	4	26	31	1,500	1,000	617	512
Baraboo.....	1	22	23	1,500	1,500	585	445
Beaver Dam.....	1	16	17	1,600	1,600	550	403
Beloit.....	1	29	30	1,500	1,500	550	429
Berlin.....	3	13	16	1,200	655	504	354
Brodhead.....	1	8	9	1,050	1,050	600	320
Chippewa Falls.....	2	32	34	1,600	1,137	550	408
Columbus.....	1	9	10	1,200	1,200	475	364
De Pere.....	1	6	7	900	900	.....	.....
Eau Claire.....	7	60	67	1,750	854	875	441
Fond du Lac.....	3	44	47	1,400	950	650	403
Fort Howard.....	1	20	21	1,300	1,250	609	385
Grand Rapids.....	1	6	7	1,000	1,000	495	405
Green Bay.....	2	30	32	1,500	1,350	600	375
Hudson.....	1	13	14	1,200	1,200	600	381
Janesville.....	1	45	46	1,800	1,300	800	450
Kahtauna.....	3	11	14	1,150	870	400	370
Kenosha.....	2	17	19	1,500	1,356	1,000	414
La Crosse.....	9	83	91	1,400	1,212	1,900	494
Madison.....	3	46	49	1,500	761	800	466

*Teachers and Salaries.*

Marquette .....	2	39	41	1,600	1,850	650	479
Menasha .....	1	12	13	1,200	1,200	500	386
Menomonie .....	3	30	33	1,400	968	500	408
Merrill .....	75	29	29	.....	.....	1,000	878
Milwaukee .....	75	533	608	8,000	1,835	1,300	780
Mineral Point .....	2	12	14	1,200	897	360	296
Neeuh .....	1	19	20	1,350	1,350	650	377
New London .....	1	8	9	900	900	450	354
Oconto .....	7	11	18	1,200	600	500	409
Onalaska .....	1	7	8	1,000	1,000	321	321
Oshkosh .....	10	56	66	2,000	950	650	443
Portage .....	1	18	19	1,400	1,400	600	388
Prairie du Chien .....	1	9	10	1,100	1,100	495	332
Racine .....	8	66	74	2,200	1,218	1,100	410
Reedsburg .....	1	7	8	1,000	1,000	495	392
Rice Lake .....	1	9	10	1,200	1,200	450	370
Ripon .....	2	14	16	1,000	745	450	345
Sheboygan .....	10	52	62	1,600	805	650	481
Stevens Point .....	1	30	31	1,600	1,600	570	431
Sturgeon Bay .....	2	9	11	1,100	800	550	425
Tomahawk .....	1	6	7	900	900	450	393
Watertown .....	2	22	24	1,600	1,300	600	411
Waupaca .....	1	10	11	1,100	1,100	450	329
Wausau .....	3	29	32	600	563	500	369
West Superior .....	19	64	83	2,000	994	850	611
Whitewater .....	2	15	17	1,600	1,125	600	443

## Teachers' Certificates.

## TEACHERS' CERTIFICATES, 1891-92.

CITIES — Under city superintendent.	Teach- ers hold- ing state certifi- cates.	CERTIFICATES GRANTED BY CITY SUP'T.										NORMAL TEACHERS.	
		1st Grade.		2nd Grade.		3rd Grade.		Total.		Applicants refused certificates.	Graduates.	Non-grad- uates.	
		To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.				
Totals.....	120	28	93	12	192	12	677	1,358		186	443	270	
Antigo.....	8	3	2	...	11	...	10	13	...	2	3	5	...
Appleton.....	4	1	2	...	5	...	23	25	...	5	3	20	...
Ashland.....	3	...	1	...	3	...	6	10	...	...	2	4	...
Baraboo.....	...	1	3	...	2	...	11	27	...	...	...	...	...
Beaver Dam.....	2	...	3	...	4	...	...	7	...	4	...	3	...
Beloit.....	1	...	3	...	...	...	...	3	...	...	1	4	...
Berlin.....	...	...	3	...	...	...	...	8	...	...	2	2	...
Brodhead.....	...	1	...	...	2	...	15	19	...	...	3	7	...
Chippewa Falls.....	3	...	...	...	6	...	...	6	...	2	...	2	...
Columbus.....	2	...	...	...	3	...	...	3	...	...	3	...	...
DePere.....	1	...	...	...	...	...	...	62	...	...	1	19	...
Eau Claire.....	3	1	6	1	5	2	47	51	...	...	...	1	...
Fond du Lac.....	...	1	...	...	48	2	51	...	...	...	...	...	...
Fort Howard.....	...	6	6	...	12	...	6	24	...	...	2	...	...
Grand Rapids.....	2	...	...	...	...	...	...	...	...	...	2	3	...
Green Bay.....	5	...	1	...	4	...	...	5	...	...	6	8	...
Hudson.....	2	1	3	...	2	...	5	11	...	...	2	6	...
Janesville.....	4	...	10	...	12	...	12	84	...	2	3	3	...
Kaukauna.....	2	1	1	...	5	...	13	18	...	1	2	5	...
Kenosha.....	2	...	1	1	2	...	19	23	...	5	2	7	...

*Teacher's Certificates.*

La Crosse.....	5	2	6	86	94	2	16	50
Madison.....	8	2	1	7	10	.....	1	2
Marquette.....	2	.....	.....	.....	.....	.....	3	4
Menasha.....	2	.....	.....	.....	1	.....	2	2
Menomonee.....	3	1	.....	20	26	.....	5	2
Merrill.....	3	1	5	28	30	.....	1	6
Milwaukee.....	12	.....	1	.....	445	2	300	.....
Mineral Point.....	1	2	.....	11	14	113	2	4
Neenah.....	2	.....	.....	.....	.....	.....	.....	6
New London.....	2	.....	2	6	9	.....	2	2
Oconto.....	1	1	.....	3	8	.....	.....	4
Onalaska.....	1	1	.....	.....	7	.....	1	5
Oshkosh.....	1	.....	.....	.....	.....	.....	.....	4
Portage.....	2	3	8	100	113	13	9	18
Prairie du Chien.....	1	1	1	12	14	.....	.....	6
Racine.....	2	7	3	1	11	.....	.....	.....
Reedsburg.....	3	2	.....	80	33	.....	3	4
Rice Lake.....	2	1	1	4	6	.....	3	3
Ripon.....	2	.....	2	.....	12	.....	5	.....
Sheboygan.....	11	1	1	11	12	.....	3	4
Stevens Point.....	1	14	3	37	43	.....	20	9
Sturgeon Bay.....	1	.....	5	10	29	.....	5	8
Tomahawk.....	.....	1	2	6	9	.....	3	2
Watertown.....	3	.....	3	3	7	.....	1	.....
Waupaca.....	1	8	.....	7	14	3	.....	.....
Wausau.....	1	3	1	7	12	1	1	2
West Superior.....	1	1	.....	23	29	.....	.....	.....
Whitewater.....	4	1	1	35	55	25	15	13
.....	2	.....	6	.....	6	6	8	15

*Apparatus, Libraries and Kindergartens.*

## APPARATUS, LIBRARIES AND KINDERGARTENS—1891-92.

CITIES—Under city superintendents.	No. of school rooms occupied.	NUMBER OF SCHOOL ROOMS SUPPLIED WITH								
		Sufficient black boards.	Reading charts.	Map of state.	Map of U. S.	Science charts.	Globe.	Other apparatus.	Adequate apparatus.	Unab. Dict.
Totals.....	1,577	1,562	331	792	605	175	429	681	452	1,288
Antigo.....	15	15	5	14	3	3	.....	14	14	5
Appleton.....	46	46	11	30	15	4	15	16	35	34
Ashland.....	28	28	10	8	4	.....	12	10	.....	20
Baraboo.....	20	20	.....	20	4	.....	4	22	22	12
Beaver Dam.....	18	16	.....	12	14	5	14	14	.....	15
Beloit.....	23	23	3	23	4	1	1	1	.....	20
Berlin.....	14	14	1	9	6	2	5	1	1	12
Brodhead.....	8	8	3	8	8	2	2	3	.....	8
Chippewa Falls.....	25	25	7	10	12	.....	10	6	6	16
Columbus.....	10	8	.....	8	8	1	1	7	.....	7
De Pere.....	6	6	2	6	4	3	.....	6	.....	1
Eau Claire.....	62	62	16	12	12	6	16	62	62	61
Fond du Lac.....	46	46	13	46	16	6	14	8	.....	24
Fort Howard.....	19	19	6	19	5	1	3	13	5	15
Grand Rapids.....	7	7	3	7	5	2	4	7	6	5
Green Bay.....	26	26	7	20	7	4	6	10	18	22
Hudson.....	13	13	6	7	11	3	3	.....	7	10
Janesville.....	41	41	8	41	41	41	41	41	41	31
Kaukauna.....	11	10	3	5	8	3	5	11	1	8
Kenosha.....	17	17	4	8	9	3	17	17	.....	4
La Crosse.....	72	72	38	72	72	2	31	79	.....	52
Madison.....	85	85	15	21	27	1	11	35	.....	31
Marinette.....	36	36	7	20	35	.....	29	1	.....	25

*Apparatus, Libraries and Kindergartens.*

Menasha.....	12	6	12	4	2	4	4	.....	12
Menomonee.....	30	6	20	17	5	7	24	10	14
Merrill.....	22	11	13	18	4	18	4	.....	26
Milwaukee.....	426	.....	.....	.....	.....	.....	.....	.....	424
Mineral Point.....	13	10	14	3	.....	3	14	.....	5
Neenah.....	18	6	17	8	5	6	18	18	18
New London.....	9	3	5	6	2	4	7	5	8
Oconto.....	14	4	.....	6	5	4	1	1	7
Onalaska.....	7	1	5	5	1	5	7	3	4
Oshkosh.....	67	62	13	12	3	10	25	10	24
Portage.....	18	6	16	6	1	8	12	.....	6
Pra. du Chien.....	10	4	10	5	1	6	4	10	6
Racine.....	71	18	60	50	12	10	10	.....	44
Reedsburg.....	6	2	6	6	6	6	6	6	4
Rice Lake.....	9	4	1	1	1	3	9	7	4
Ripon.....	15	8	4	1	2	2	1	1	9
Sheboygan.....	42	12	38	20	1	.....	41	42	28
Stevens Point.....	25	7	12	9	6	7	1	.....	26
Sturgeon Bay.....	11	2	11	4	1	2	3	10	7
Tomahawk.....	6	1	3	3	1	.....	6	.....	6
Watertown.....	24	4	4	9	20	5	1	24	24
Waupaca.....	9	2	9	3	1	2	9	1	3
Wausau.....	29	15	22	18	.....	.....	8	.....	21
West Superior.....	70	20	65	60	.....	70	70	70	78
Whitewater.....	16	2	6	3	2	2	11	16	4



*Apparatus, Libraries and Kindergartens.*

## APPARATUS, LIBRARIES AND KINDERGARTENS — 1891-92.

CITIES — Under city superintendent.	Value of all apparatus.	LIBRARIES.				KINDERGARTENS.			
		Volumes added this year.	Amount expended for same.	Total No. vols. in library.	Cash value.	Public library in city.	No. in city.	Teachers employed.	Pupils enrolled.
Totals	\$90,499	3,329	\$4,650	42,650	\$46,732	.....	53	90	6,230
Antigo.....	\$ 300	40	\$ 42	440		No.	.....	.....	.....
Appleton.....	2,576	.....	401	3,039	\$ 450	No.	1	1	12
Ashland.....	100	5	14	300	2,900	No.	1	2	30
Baraboo.....	540	70	90	604	200	Yes.	.....	.....	.....
Beaver Dam.....	1,000	25	25	125	450	No.	.....	.....	.....
Beloit.....	300	60	138	400	325	Yes.	.....	.....	.....
Berlin.....	1,500	100	150	900	575	No.	1	2	42
Brodhead.....	200	166	200	292	800	No.	2	2	143
Chippewa Falls.....	800	500	450	650	600	No.	.....	.....	.....
Columbus.....	350	50	8	105	50	Yes.	1	1	109
De Pere.....	800	75	75	760	500	Yes.	.....	.....	.....
Eau Claire.....	545	8	42	551	937	Yes.	.....	.....	.....
Fond du Lac.....	1,400	18	12	572	857	Yes.	.....	.....	.....
Fort Howard.....	800	.....	.....	92	225	Yes.	.....	.....	.....
Grand Rapids.....	300	15	82	.....	360	Yes.	.....	.....	.....
Green Bay.....	1,000	369	124	.....	324	Yes.	.....	.....	.....
Hudson.....	400	50	56	400	500	No.	.....	.....	.....
Janesville.....	1,500	.....	.....	702	1,500	Yes.	2	2	170
Kaukauna.....	400	400	165	775	950	No.	.....	.....	.....
Kenosha.....	500	27	85	880	420	Yes.	.....	.....	.....
La Crosse.....	5,000	6	4	705	700	Yes.	.....	.....	.....
Madison.....	1,800	10	20	1,100	1,500	Yes.	.....	.....	.....

*Apparatus, Libraries and Kindergartens.*

Marinette.....	600	.....	332	900	Yes.	.....
Menasha.....	250	.....	800	1,200	No.	.....
Menomonie.....	1,240	343	1,013	747	Yes.	.....
Merrill.....	775	1	57	300	Yes.	.....
Milwaukee.....	.....	1,168	12,000	13,150	Yes.	28
Mineral Point.....	500	.....	261	200	No.	54
Neenah.....	125	1	148	284	Yes.	.....
New London.....	1,000	40	205	325	Yes.	.....
Oconto.....	325	1	150	129	No.	.....
Onalaska.....	300	7	50	35	No.	.....
Oshkosh.....	900	40	2,132	1,800	No.	.....
Portage.....	500	65	398	340	No.	.....
Prairie du Chien.....	250	53	480	590	No.	63
Racine.....	1,500	25	1,100	500	No.	1
Reedsburg.....	.....	50	32	150	No.	.....
Rice Lake.....	.....	66	134	358	No.	.....
Ripon.....	200	42	600	310	No.	.....
Sheboygan.....	500	50	3,010	2,600	Yes.	.....
Stevens Point.....	800	141	190	3,500	Yes.	13
Sturgeon Bay.....	400	100	627	550	Yes.	.....
Tomahawk.....	50	82	187	110	No.	.....
Watertown.....	800	.....	893	810	No.	1
Waupaca.....	.....	50	250	350	No.	.....
Wausau.....	500	79	665	650	No.	.....
West Superior.....	5,332	.....	.....	.....	No.	7
Whitewater.....	600	100	1,040	2,000	Yes.	9
						1

*School-Houses and Text-Books.*

## SCHOOL HOUSES AND TEXT BOOKS.—1891-92.

Cities—Under city superintendent.	No. public school houses.	School houses built this year.	Pupils in school houses will accommodate.	School house sites owned by city.	School houses built of stone or brick.	Highest valuation of school house and site.	Valuation of all school houses.	Valuation of all sites.	School houses in good condition.	School houses properly valued.	School houses with out-houses in good condition.	Text-Books.	
												Purchased by the city.	Sold or loaned to pupils.
Totals	299	20	86,072	292	175	\$1,216,200	\$3,765,360	\$1,273,456	231	145	270	...	....
Antigo	8	...	800	6	1	\$22,000	\$27,000	\$7,000	5	2	6	No.	...
Appleton	8	...	2,600	9	7	40,000	160,000	40,000	6	4	...	No.	...
Ashtland	7	1	1,200	8	2	70,000	150,000	71,000	7	7	4	Yes.	Sold.
Baraboo	4	...	1,200	4	...	25,000	45,000	13,000	3	3	4	Yes.	...
Beaver Dam	5	1	1,000	5	5	30,000	60,000	15,000	5	5	5	No.	...
Beloit	4	...	1,550	4	4	35,000	90,000	25,000	4	3	4	No.	...
Berlin	3	...	1,866	2	...	5,000	20,000	10,000	3	3	3	Yes.	Loaned
Brodhead	2	...	450	2	...	10,000	10,000	1,300	2	2	2	No.	...
Chippewa Falls	8	1	1,300	8	3	20,500	71,000	21,000	3	2	8	No.	...
Columbus	2	...	1,400	2	...	7,500	14,000	2,000	2	2	2	No.	...
De Pere	2	...	400	2	2	4,000	6,000	2,000	1	1	...	No.	...
Eau Claire	15	1	3,003	15	...	1,200	50,460	46,150	15	8	14	Yes.	Loaned
Fond du Lac	17	...	2,750	15	2	50,000	98,000	21,000	15	...	17	No.	...
Fort Howard	6	1	1,170	6	6	22,000	34,000	9,000	6	3	6	No.	...
Grand Rapids	1	1	600	1	1	35,000	30,000	35,000	1	1	1	Yes.	Loaned
Green Bay	6	...	...	6	5	25,000	66,000	6,000	6	5	4	No.	...
Hudson	7	...	900	7	5	55,000	45,000	10,000	6	6	5	No.	...
Janesville	7	2	2,000	7	7	55,000	15,000	47,000	7	6	7	No.	...
Kaukauna	3	2	650	3	2	27,500	22,000	3,000	3	3	3	No.	...
Kenosha	3	...	900	3	2	60,000	57,000	17,000	3	1	3	No.	...
La Crosse	17	2	4,397	14	8	30,000	280,000	45,000	14	14	10	Yes.	Loaned
Madison	10	1	2,070	9	9	70,000	180,000	65,000	10	...	10	Yes.	Loaned
Marquette	5	2	2,200	5	3	30,000	70,000	13,000	5	5	6	No.	...
Menasha	7	1	700	5	4	12,000	20,000	4,000	7	1	1	No.	...
Menomonee	7	...	1,350	7	1	18,000	38,300	10,300	7	7	7	No.	...
Merrill	5	...	1,150	6	...	10,000	25,000	8,300	5	4	4	No.	...
Milwaukee	38	1	27,718	38	36	100,000	774,000	281,550	...	...	38	No.	...
Mineral Point	3	1	850	3	...	7,500	15,000	5,000	3	3	3	No.	...
Neenah	5	...	...	...	4	35,000	60,000	3,000	5	5	5	Yes.	Sold.
New London	2	...	...	...	...	5,000	7,000	1,500	2	2	2	No.	...
Oconto	4	...	500	...	...	6,000	23,000	3,000	4	4	4	No.	...

### *School-Houses and Text-Books.*

[illegible]

## School-Houses and Text-Books.

## SCHOOL HOUSES AND TEXT BOOKS.—1891-92.

Cities—Under city superintendent.	No. public school houses.	School houses built this year.	Pupils school houses will accommodate.	School house sites owned by city.	School houses built of stone or brick.	Highest valuation of school house and site.	Value of all school houses.	Value of all sites.	School houses in good condition.	School houses properly ventilated.	School houses with out-houses in good condition.	Text-Books.	
												Purchased by the city.	Sold or loaned to pupils.
Totals	299	20	86,972	292	175	\$1,216,200	\$3,785,360	\$1,273,456	281	145	270	....	....
Antigo	8	...	800	6	1	\$22,000	\$27,000	\$7,000	5	2	6	No.	No.
Appleton	8	...	2,600	9	7	40,000	150,000	40,000	6	4	...	No.	No.
Ashtabula	7	1	1,200	8	2	70,000	550,000	71,000	7	1	...	Yes.	Yes.
Baraboo	4	...	1,200	5	...	25,000	45,000	13,000	8	1	...	Yes.	Yes.
Beaver Dam	5	1	1,000	5	...	30,000	60,000	15,000	5	5	5	No.	No.
Beloit	4	...	1,550	4	4	35,000	90,000	25,000	4	4	3	Yes.	Yes.
Berlin	3	...	868	2	2	5,000	20,000	10,000	3	3	3	No.	No.
Brodhead	2	...	450	2	2	10,000	10,000	1,250	2	2	2	No.	No.
Chippewa Falls	8	1	1,300	8	3	20,500	71,000	21,000	6	1	8	No.	No.
Columbus	2	...	490	2	...	7,500	14,000	2,000	2	2	2	No.	No.
De Pere	2	...	400	2	2	4,000	6,000	2,000	1	...	...	No.	No.
Eau Claire	15	1	3,005	15	...	1,200	50,460	46,150	15	8	14	Yes.	Yes.
Fond du Lac	17	...	2,750	13	2	50,000	93,000	31,000	15	...	17	No.	No.
Fort Howard	6	1	1,170	6	6	22,000	34,000	9,000	5	3	6	No.	No.
Grand Rapids	1	1	600	1	1	35,000	30,000	35,000	1	1	1	Yes.	Yes.
Green Bay	6	...	...	6	5	25,000	64,000	10,000	6	5	5	No.	No.
Hudson	5	...	900	6	3	35,000	45,000	10,000	6	6	6	No.	No.
Janesville	2	2	2,000	2	7	37,500	25,000	47,000	1	1	3	No.	No.
Kaukauna	3	2	650	3	2	27,500	27,000	17,000	1	1	1	No.	No.
Keshena	3	...	900	3	3	30,000	90,000	14,000	3	3	3	Yes.	Yes.
Lafayette	10	...	4,357	13	8	30,000	200,000	65,000	14	14	14	Yes.	Yes.
Madison	10	...	2,070	9	9	70,000	150,000	45,000	10	10	10	Yes.	Yes.
Marquette	6	2	2,700	5	3	30,000	150,000	13,000	5	5	5	Yes.	Yes.
Menasha	7	1	1,800	7	4	12,000	50,500	10,000	1	1	1	No.	No.
Menomonie	7	...	1,400	7	1	18,000	38,300	10,000	1	2	7	No.	No.
Merrill	5	...	1,500	6	...	15,000	35,000	8,500	5	4	5	No.	No.
Milwaukee	36	1	27,715	36	36	100,000	774,500	281,500	5	...	36	No.	No.
Mineral Point	3	1	500	2	2	7,500	15,000	3,000	3	3	3	No.	No.
Neenah	5	...	500	...	4	35,000	40,000	3,000	5	2	5	Yes.	Yes.
New London	4	...	800	...	3	5,000	7,000	1,500	2	2	2	No.	No.
Oconto	4	...	...	4	...	6,000	22,000	3,000	4	4	4	No.	No.

### *School-Houses and Text-Books.*

	Onalaska	1	390	8,000	300	.....	1	Yes.	Loaned
	Oshkosh	10	3,300	50,800	43,000	.....	1	No.	Loaned
	Perrage	5	600	10,000	65,000	.....	3	Yes.	
	Pearle du Chien	9	730	15,000	30,000	.....	9	No.	
	Racine	9	3,000	28,000	60,000	.....	9	No.	
	Reedburg	2	450	4,000	7,000	.....	2	No.	
	Rice Lake	8	400	12,000	16,000	.....	8	No.	
	Ripon	4	900	25,000	52,000	.....	4	Yes.	Loaned
	Sauk County	1	400	25,000	50,000	.....	3	No.	
	Shesboyan	7	2,700	3,500	35,000	.....	7	No.	
	Stevens Point	1	1,325	1,600	13,000	.....	7	No.	
	Sturgeon Bay	2	700	11,000	6,000	.....	3	No.	Loaned
	Tomahawk	2	300	14,000	15,000	.....	1	Yes.	Loaned
	Watertown	5	1,900	20,000	40,000	.....	6	No.	
	Waupesca	1	700	12,000	10,000	.....	1	Yes.	
	Wausau	10	1,500	20,000	60,000	.....	10	No.	
	West Superior	13	1,600	70,000	118,000	.....	2	Yes.	Loaned
	Whitewater	2	719	18,000	4,500	.....	2	No.	

*Financial Receipts.*

## FINANCIAL RECEIPTS — 1891-92.

CITIES—Under city superintendent.	Amount on hand June 30, 1891.	From taxes for building and pairing.	From taxes for teachers' wages.	From taxes for apparatus and libraries.	From general purposes.	From taxes levied by county board.	From income of school fund.	From all other sources.	Total.
<b>Totals...</b>	<b>\$73,185 45</b>	<b>\$73,789 30</b>	<b>\$44,960 52</b>	<b>\$25,688 08</b>	<b>\$1,016,719 42</b>	<b>\$146,453 40</b>	<b>\$285,208 78</b>	<b>\$186,335 44</b>	<b>\$2,325,941 00</b>
Antigo.....	\$703 74		\$7,000 00		\$2,368 48	\$1,463 30	\$3,751 77	\$8,645 55	\$23,932 84
Appleton.....	7,887 72				33,000 00	6,121 17	7,569 23	8,055 69	56,633 81
Ashland.....	14,089 86				15,500 00	3,275 32	3,261 99	8,018 95	39,145 62
Baraboo.....	5,068 78				10,577 50	1,916 85	1,811 46	861 97	20,236 56
Beaver Dam.....	3,924 98				8,500 00	2,217 33	2,217 33	1,979 77	18,839 41
Beloit.....	8,128 10				9,000 00	2,639 50	2,083 34	1,945 78	23,796 72
Berlin.....	5,178 76				6,000 00	1,910 89	1,441 79	1,209 25	15,740 69
Brodhead.....	1,624 58				2,931 93	1,076 65	1,287 03	163 74	
Chippewa Falls.....	4,484 75	\$15,000 00	10,000 00	\$500 00	2,000 00	4,500 00	7,763 29	901 15	45,149 19
Columbus.....	155 50	7,291 17			3,805 09	924 80	924 30	145 85	13,246 71
De Pere.....	2,380 13				3,240 91	1,051 56	307 70	21 00	6,982 20
Eau Claire.....	22,870 67				33,800 00	7,408 83	5,865 47	40,241 59	110,181 56
Fond du Lac.....	8,038 55				15,000 00	5,776 25	17,396 10	774 60	41,209 50
Fort Howard.....	1,357 86				6,700 00	2,303 14	2,000 72	706 95	18,168 17
Grand Rapids.....					4,200 00	799 49	307 72		5,296 19
Green Bay.....	389 08				12,878 56	3,992 02	4,079 60	400 98	21,240 24
Hudson.....	4,381 47				5,668 06	1,081 43	1,152 25	467 70	12,745 91
Janesville.....	20,948 11				18,000 00	5,419 89	4,159 49	1,665 00	50,191 99
Kaokauna.....	13,849 30	800 00			9,456 28	2,069 00	4,312 66	2,143 50	33,151 14
Kenosha.....	7,440 57				11,599 60	3,000 00	2,805 48	1,507 48	26,353 16

*Financial Receipts.*

La Crosse....	30,798 23	19,540 01	.....	.....	44,600 00	11,024 02	8,947 31	563 59	84,674 98
Madison....	10,411 43	.....	.....	.....	26,788 08	6,281 77	7,214 36	2,311 59	58,002 28
Marquette....	6,081 19	20,000 00	.....	.....	18,000 00	4,117 40	3,524 61	355 77	52,078 97
Menasha....	12,817 30	600 00	.....	100 00	1,800 00	2,252 25	2,560 45	30 90	23,191 40
Menomonee....	10,693 58	.....	314 77	1,884 16	18,000 00	2,412 10	607 20	127 56	29,089 31
Merrill....	8,011 36	.....	.....	.....	7,750 10	2,944 00	807 70	9,889 66	28,902 72
Milwaukee....	269,126 68	.....	.....	.....	397,862 92	.....	.....	.....	.....
Mineral Point.	3,209 29	3,000 00	4,500 00	.....	.....	1,238 88	108,352 17	6,258 15	776,599 92
Neeah....	8,144 55	.....	.....	.....	.....	2,764 86	1,212 18	637 45	.....
New London.	406 84	.....	.....	.....	6,946 49	833 26	2,761 86	2,623 20	28,243 96
Oconto....	4,576 81	.....	8,600 87	.....	2,422 43	1,759 23	903 05	1,054 86	5,720 44
Onalaska....	1,234 06	.....	.....	.....	.....	723 23	566 94	307 70	10,811 55
Oshkosh....	4,004 82	58 12	8,044 88	22,896 82	2,000 00	748 21	1,562 88	57 80	5,570 47
Portage....	1,377 58	.....	.....	.....	.....	2,384 43	12,178 02	47,930 87	9,779 02
Pra. du Chien	3,488 09	.....	.....	.....	6,222 42	1,534 69	2,479 76	680 30	13,804 49
Racine....	10,462 00	.....	.....	.....	2,215 79	12,000 00	1,117 19	359 36	8,705 12
Reedsburg....	498 58	.....	.....	.....	25,000 00	738 10	22,415 63	13,085 98	85,918 61
Rice Lake....	577 87	.....	.....	307 70	2,500 00	828 10	829 11	542 02	5,107 81
Ripon....	4,198 91	.....	.....	.....	4,872 53	1,113 14	695 29	28 00	7,309 49
Sheboygan....	7,886 57	.....	8,000 00	.....	7,187 10	1,113 14	1,868 20	1,113 38	15,440 68
Stevens Point.	2,985 08	7,500 00	.....	.....	31,292 95	8,403 54	6,966 27	6,425 62	68,974 95
Sturgeon Bay.	2,082 86	.....	.....	.....	17,000 00	3,738 68	7,551 55	4,544 67	43,319 99
Tomahawk....	1,000 00	.....	.....	.....	3,840 00	1,006 52	1,307 12	461 92	8,198 42
Watertown....	7,537 99	.....	.....	.....	7,800 00	1,200 00	552 83	.....	10,552 33
Waupaca....	1,123 52	.....	.....	.....	5,074 05	4,530 01	4,830 06	306 44	22,278 55
Wausau....	1,455 87	.....	.....	.....	3,127 00	923 25	1,061 15	641 70	6,876 62
West Superior.	24,220 75	.....	.....	.....	12,688 53	4,714 65	7,792 90	1,348 80	27,996 25
Whitewater..	2,147 16	.....	.....	.....	145,030 00	5,452 36	2,804 86	13,063 36	190,570 83
					6,992 63	1,737 89	1,737 91	1,815 40	14,480 99



## Financial Disbursements.

## FINANCIAL DISBURSEMENTS — 1891-92.

CITIES—Under city superintendents.	For building and repairing.	For apparatus and libraries.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total.	Balance on hand June 30, 1892.
Totals . . . . .	\$224,949 34	\$9,632 43	\$126,989 58	\$326,336 70	\$38,478 21	\$49,809 04	\$300,516 75	\$1,576,702 00	\$748,638 95
Antigo . . . . .	\$3,007 91	\$634 79	\$1,200 00	\$5,520 01	\$1,988 54	.....	\$11,472 25	\$23,893 50	\$399 34
Appleton . . . . .	2,184 60	477 84	9,280 00	15,555 65	11,756 10	.....	9,638 58	48,892 72	7,741 09
Ashland . . . . .	3,067 83	63 64	3,400 00	12,054 25	.....	242 98	6,438 08	25,860 68	13,284 94
Baraboo . . . . .	515 80	164 64	1,200 00	9,277 00	50 00	.....	3,347 35	14,554 79	5,081 77
Beaver Dam . . . . .	4,660 55	120 41	1,600 00	6,450 00	.....	.....	3,298 87	16,124 80	2,714 58
Beloit . . . . .	313 34	295 66	1,500 00	11,585 00	.....	143 10	3,198 57	17,045 50	6,751 15
Berlin . . . . .	714 42	250 00	2,010 00	4,614 46	.....	.....	2,486 78	10,075 61	5,065 08
Brodhead . . . . .	242 80	.....	1,050 00	2,565 00	.....	.....	957 83	4,815 63	2,258 30
Chippewa Falls . . . . .	18,632 76	533 34	2,275 00	11,292 25	.....	854 91	3,102 04	36,690 30	8,458 89
Columbus . . . . .	112 26	27 40	1,200 00	3,277 50	.....	3 50	1,168 01	5,788 67	7,458 04
De Pere . . . . .	364 67	115 22	900 00	2,385 00	.....	364 67	.....	4,129 56	2,352 64
Eau Claire . . . . .	7,593 60	47 10	5,924 46	22,872 07	500 00	.....	11,740 38	49,004 88	61,177 18
Fond du Lac . . . . .	1,993 85	203 62	2,850 00	17,325 81	.....	326 77	6,850 87	28,915 97	12,293 58
Fort Howard . . . . .	1,987 45	.....	1,300 05	7,252 06	.....	191 82	2,628 61	13,168 47	.....
Grand Rapids . . . . .	291 90	32 96	1,000 00	2,430 00	798 00	.....	945 64	5,498 44	.....
Green Bay . . . . .	1,171 54	.....	2,500 00	12,310 34	.....	.....	3,799 14	19,781 02	1,459 22
Hudson . . . . .	1,700 00	50 00	1,200 00	4,569 00	.....	200 00	2,576 91	10,295 91	2,450 00
Janesville . . . . .	24,500 00	.....	1,800 00	16,870 00	.....	690 00	8,250 00	47,100 00	3,091 99
Kaukauna . . . . .	18,034 00	250 00	2,630 00	3,400 00	237 00	1,558 81	8,142 69	29,252 50	2,898 64
Kenosha . . . . .	10,336 02	217 96	2,100 00	7,630 00	.....	1,592 10	2,501 28	24,677 36	1,675 80
La Crosse . . . . .	21,757 22	49 12	18,100 00	87,101 24	.....	578 06	11,810 83	84,896 46	31,071 70
Madison . . . . .	8,311 43	.....	4,285 00	21,484 39	1,800 00	220 18	9,059 65	45,160 65	7,841 58

*Financial Disbursements.*

Marinette.....	20,000 00	.....	.....	16,877 50	636 00	756 30	7,702 36	48,672 16	3,406 81
Menasha.....	10,702 03	.....	.....	4,660 00	.....	413 55	2,612 61	19,673 19	3,518 24
Menomonee...	1,383 85	235 21	.....	10,590 85	.....	3 00	3,639 05	18,756 96	10,282 35
Merrill.....	2,467 93	6 00	.....	8,829 97	.....	523 69	1,393 71	13,220 80	15,682 42
Milwaukee...	.....	3,654 81	.....	879,676 50	.....	.....	76,863 01	460,194 32	816,405 60
Mineral Point..	3,109 23	87 05	1,795 00	3,555 00	.....	.....	1,933 56	10,499 56	3,287 74
Neenah.....	419 89	296 87	1,350 00	7,165 00	2,350 00	123 13	2,616 78	14,320 67	8,923 29
New London...	.....	50 00	900 00	2,835 00	.....	.....	.....	4,675 56	1,044 88
Oconto.....	.....	187 40	3,200 00	4,510 00	.....	.....	.....	7,897 40	2,914 15
Onalaska.....	27 40	150 65	1,000 00	2,250 00	.....	.....	.....	4,164 68	1,405 79
Oshkosh.....	19,025 12	.....	.....	.....	.....	95 43	.....	370 91	57,709 89
Portage.....	.....	45 83	1,400 00	7,450 00	833 02	30,000 00	8,313 86	12,911 77	392 22
Prairie du Ch'n	154 18	48 44	1,099 88	2,970 35	.....	180 29	3,002 63	5,233 49	3,471 63
Racine.....	14,728 03	185 26	9,750 00	25,353 25	.....	149 76	810 75	61,354 32	24,559 29
Reedsburg.....	238 88	122 70	1,000 00	2,745 00	.....	691 92	10,645 86	4,639 89	417 92
Rice Lake.....	124 64	125 27	1,199 83	3,070 00	.....	.....	5,883 81	5,807 52	1,501 97
Ripon.....	960 83	21 00	1,495 00	4,886 25	.....	.....	1,287 63	18,486 76	1,994 92
Sheboygan.....	2,025 77	270 90	7,633 03	20,239 50	.....	209 30	6,122 68	39,123 07	29,851 80
Stevens Point..	7,783 10	210 12	1,600 00	12,093 71	1,250 10	2,188 27	8,744 60	32,778 69	10,541 30
Sturgeon Bay...	205 53	153 74	1,600 00	3,424 08	140 80	43 15	1,128 07	6,694 37	1,504 05
Tomahawk.....	548 56	57 20	900 00	2,362 50	688 75	397 63	1,317 69	6,272 33	4,360 00
Watertown.....	885 58	36 10	2,595 00	9,013 08	.....	.....	3,125 00	15,654 76	6,623 79
Waupaca.....	530 99	75 58	1,100 00	3,416 00	.....	.....	937 07	6,319 03	557 59
Wausau.....	6,428 43	79 69	1,639 95	10,135 69	.....	225 40	23,032 40	105,994 83	84,586 00
West Superior..	1,066 92	.....	12,287 26	34,694 41	15,500 00	6,294 78	36,251 51	13,781 82	649 17
Whitewater.....	.....	.....	2,350 00	6,700 00	.....	.....	4,831 83	.....	.....

## Free High Schools, 1890-91.

## FREE HIGH SCHOOLS (Aided by the State) — 1890-91.

LOCATION.	Principal.	Legal qualification of the principal.	Salary of the principal.	ASSISTANTS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Female. Total.	
Total.....			\$166,884	24	147	4,386	5,812 10,198	279
Ahnapee.....	H. K. White.	Diploma O-hkosh N. S.	\$1,000	.....	.....	11	22	.....
Alma.....	J. E. Hoenes.	Diploma Milwaukee N. S.	850	.....	1	26	18	.....
Almond.....	Spencer Haven.	Special Certificate	200	.....	.....	.....	36	4
Anigo.....	J. E. Hoyt.	Diploma State University.	1,300	.....	.....	34	45	79
Appleton.....	O. H. Ecke.	Diploma State University.	1,200	4	3	76	95	171
Arcadia.....	A. C. Finn.	Diploma State University.	800	1	.....	21	22	43
Argyle.....	J. L. Sherron.	Unlimited State Certificate.	720	.....	.....	12	24	36
Ashland.....	J. M. Turner.	Diploma State University.	1,500	.....	1	23	37	60
Augusta.....	L. W. Wood.	Special Certificate.	1,260	.....	1	23	.....	.....
Avoca.....	John C. Nodolf.	Diploma N. S.	450	.....	.....	17	20	37
Bangor.....	C. E. Lamb.	Special Certificate.	720	.....	.....	18	25	43
Baraboo.....	L. H. Clark.	Diploma Whitewater N. S.	1,500	.....	2	40	70	110
Barron.....	F. F. Wood.	Limited State Certificate.	675	.....	.....	7	18	20
Bayfield.....	J. L. Thatcher.	Special Certificate.	1,000	.....	.....	15	18	28
Beaver Dam.....	Fl. B. Hubbell.	Diploma Dartmouth College.	1,500	.....	2	46	68	111
Belleville.....	A. J. Olsen.	Diploma State University.	700	.....	.....	32	80	62
Beloit.....	W. S. Axzell.	Diploma Beloit College.	1,400	.....	3	24	102	126
Berlin.....	A. F. Rote.	Diploma State University.	1,200	.....	1	46	87	133
Black Earth.....	E. W. Walker.	Limited State Certificate.	1,000	.....	.....	18	27	45
Black Riv. Falls	Dwight Kinney.	Unlimited State Certificate.	1,550	1	2	33	56	89

*Free High Schools, 1890-91.*

Bloomer	J. F. Gibson.	Diploma Platteville N. S.	675	1	20	28	42	1
Bloomington	S. E. Pearson	Diploma Platteville N. S.	720	1	27	26	53	2
Boscobel	J. A. Torney	Diploma Platteville N. S.	950	1	22	25	47	2
Brandon.	D. S. Gibson	Diploma Oshkosh N. S.	800	.....	29	28	57	.....
Broadhead.	F. E. McGovern	Diploma State University	1,000	1	22	42	64	.....
Burlington	C. W. Rittenburg	Special Certificate.	1,100	2	34	45	79	1
Cadott	J. C. Churchill.	Diploma N. S.	675	.....	5	28	38	.....
Cassville	D. K. Tone.	Special Certificate.	650	.....	12	17	29	1
Cassville.	C. L. Harper	Special Certificate.	950	.....	22	21	43	.....
Centralia	G. W. Paulus	Diploma State University	900	1	2	.....	.....	5
Chetek	R. H. Mueller	Diploma State University	630	.....	17	30	47	8
Chilton.	P. H. McGovern	Diploma State University	925	1	21	20	41	1
Chippewa Falls	Geo. S. Parker.	Diploma State University	1,600	8	68	89	157	.....
Clinton	J. B. Borden.	Diploma Milton College.	750	1	8	28	36	.....
Clintonville	W. D. Acherman	.....	765	.....	11	24	35	.....
Colby.	J. F. Sims.	Unlimited State Certificate	850	.....	22	24	46	.....
Co umbus.	L. M. Roberts.	Diploma State University	1,200	1	20	35	55	.....
Cuba City.	Geo. A. Byrne.	Special Certificate.	.....	.....	18	14	32	.....
Cumberland	A. E. Brainerd.	State Certificate.	1,000	1	20	28	48	.....
Darlington	Geo. E. Cabanis.	Diploma Platteville N. S.	1,150	2	48	58	106	.....
Delavan.	J. H. Hutchison.	Diploma State University	1,100	2	34	43	77	.....
De Pere.	F. W. Buchholz.	Diploma Oberlin College.	900	1	27	23	50	.....
Dodgeville.	L. L. Clarke.	Unlimited State Certificate	1,300	2	48	75	123	10
Durand	J. W. Nesbit.	Special Certificate.	800	.....	28	35	63	.....
East Troy	A. H. Fletcher.	Special Certificate.	810	.....	37	34	71	1
Eau Claire.	M. S. Fawley	Diploma State University	1,750	1	49	88	137	3
Edgerton.	F. M. Jack.	Diploma Beloit College	800	1	.....	.....	.....	.....
Elkhorn.	J. T. Edwards.	Limited State Certificate.	1,100	2	58	59	112	.....
Elsworth	C. J. Brewer.	Limited State Certificate.	675	2	19	22	41	1
Elroy.	J. R. Slonaker	Diploma, Terre Haute	1,000	1	12	42	54	2
Evansville	L. E. Gettle.	Unlimited State Certificate.	1,150	2	29	59	88	.....
Fennimore	F. L. Churchill.	Diploma N. S.	600	.....	20	17	37	.....
Florence.	F. W. Barker	Unlimited State Certificate.	1,000	.....	16	17	33	.....
Fond du Lac.	I. N. Mitchell	Diploma Michigan University	1,400	2	3	59	84	12
Ft. Atkinson	D. D. Mayne.	Diploma Platteville N. S.	1,600	46	57	103	.....	2
Ft. Howard.	Otis R. Larsen.	Diploma Oshkosh N. S.	1,200	1	19	46	65	.....

## Free High Schools, 1890-91.

## FREE HIGH SCHOOLS (Aided by the State) — 1890-91 — Continued.

LOCATION.	Principal.	Legal qualification of the principal.	Salary of the principal.	ASSISTANTS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Female.	
Fox Lake. ....	W. N. Parker. ....	Diploma State University. ....	\$200	.....	.....	18	17	85
Fremont. ....	H. S. Kneip. ....	Diploma State University. ....	540	.....	.....	18	8	21
Friendship. ....	John Purves. ....	Diploma River Falls N. S. ....	450	.....	.....	.....	.....	.....
Glenbeulah. ....	A. J. Strassburger. ....	Diploma N. S. ....	700	.....	.....	14	17	31
Grand Rapids. ....	Wm. H. Luehr. ....	Diploma State University. ....	1,000	.....	.....	41	41	82
Green Bay. ....	John A. Hancock. ....	Diploma State University. ....	1,500	1	1	40	50	90
Hartford. ....	P. T. Nelson. ....	Diploma Whitewater N. S. ....	1,000	.....	.....	14	27	41
Hazel Green. ....	H. B. Lathe. ....	Unlimited State Certificate. ....	720	.....	.....	19	11	30
Highland. ....	Chas. Johnson. ....	Diploma Platteville N. S. ....	675	.....	.....	.....	.....	.....
Hillsborough. ....	E. V. Wernick. ....	Diploma Oshkosh N. S. ....	800	.....	.....	9	16	25
Horicon. ....	J. H. Derse. ....	Diploma Whitewater N. S. ....	1,150	.....	.....	41	41	82
Hudson. ....	A. E. Schaub. ....	Diploma State University. ....	1,200	.....	.....	29	85	64
Humbird. ....	J. W. T. Ames. ....	Diploma Lawrence University. ....	680	.....	.....	10	13	23
Janeville. ....	F. W. Cooley. ....	Diploma Lawrence University. ....	1,800	.....	.....	34	91	125
Jefferson. ....	J. G. Adams. ....	Diploma Platteville N. S. ....	1,200	1	.....	31	80	61
Juneau. ....	E. C. McClelland. ....	Special Certificate. ....	700	.....	.....	13	23	36
Kenosha. ....	F. Cleary. ....	Unlimited State Certificate. ....	1,200	.....	.....	1	90	82
Kewaunee. ....	M. McMahon. ....	Unlimited State Certificate. ....	1,000	.....	.....	27	26	53
Kiel. ....	A. W. Dassel. ....	Unlimited State Certificate. ....	750	.....	.....	24	11	85
Lake Geneva. ....	J. H. Gould. ....	Unlimited State Certificate. ....	1,500	.....	.....	38	44	80
Lake Mills. ....	H. L. Terry. ....	Unlimited State Certificate. ....	1,400	.....	.....	30	27	57
Lancaster. ....	C. R. Showalter. ....	Diploma Platteville N. S. ....	1,150	.....	.....	33	45	77

*Free High Schools, 1890-91.*

Linden	Geo. E. Dietrich	Limited State Certificate	540	.....	1	7	18	20	1
Lodi	O. J. Schuster	Diploma State University	1,000	.....	1	28	44	72	2
Lone Rock	Fred S. Fish	Diploma Cornell University	400	.....	.....	.....	.....	.....	.....
Madison	E. J. McEwan	Diploma Kalamazoo Col.	1,800	1	12	122	195	217	7
Manawa	A. McKinley	Special Certificate	585	.....	.....	7	12	19	3
Marinette	C. M. McMahon	Diploma DePauw University	1,000	.....	1	19	48	67	1
Marshall	W. A. Hodge	Diploma Ripon College	1,925	.....	1	19	26	45	1
Marshfield	F. E. Hamlin	Special Certificate	1,200	.....	1	24	28	52	4
Mauston	W. L. Morrey	Unlimited State Certificate	1,100	.....	1	25	35	60	2
Mayville	L. S. Keeley	Diploma Platteville N. S.	1,100	1	.....	24	24	48	1
Mazomanie	R. F. Skiff	Diploma Iowa State University	900	.....	1	23	35	58	3
Medford	B. F. Olman	Limited State Certificate	810	.....	1	18	30	38	.....
Menasha	H. J. Evans	Diploma Lawrence University	1,250	.....	1	18	23	41	.....
Merrill	H. J. Howell	Diploma Whitewater N. S.	1,350	1	.....	26	37	63	.....
Merrill	T. H. Lage	Diploma Milwaukee N. S.	720	.....	1	76	78	154	.....
Middleton	Gottlieb Wehrle	Special Certificate	675	.....	.....	.....	.....	86	.....
Milton Jct.	A. G. Sears	Special Certificate	675	1	26	33	59	.....	.....
Mondovi	A. M. Locker	Diploma Valparaiso N. S.	675	.....	1	15	40	55	5
Mineral Point	A. R. Jolley	Unlimited State Certificate	1,200	1	15	15	74	89	1
Monroe	J. A. Michell	Indiana State Normal School	1,100	1	1	35	58	90	1
Montello	F. W. Meisner	Diploma N. S.	700	.....	12	12	7	19	3
Montfort	J. M. Quick	Diploma N. S.	480	.....	16	16	18	34	6
Mt. Hope	L. F. Grinde	Diploma N. S.	500	1	.....	.....	45	45	2
Muscoda	L. H. Allen	Diploma E. Ind. N. S. & Col.	800	.....	33	33	14	47	3
Neenah	Wm. F. Sell	Diploma Oshkosh N. S.	1,100	.....	24	24	33	57	.....
Neenah	C. W. Cabeen	Diploma State University	1,500	2	31	31	45	76	.....
Neillsville	E. B. Oakley	Diploma State University	1,100	.....	28	28	62	90	2
New Lisbon	B. C. Partinon	Diploma State University	950	1	1	1	24	48	1
New London	H. A. Weld	Diploma Berlin College	1,000	.....	15	15	25	40	2
New Richmond	W. H. Williams	Diploma Battle Creek College	945	1	31	31	42	78	.....
Oak Creek	J. E. Roets	Certificate Whitewater N. S.	600	.....	16	16	20	30	.....
Oakfield	C. H. Elkinton	Certificate Oshkosh N. S.	600	.....	24	24	30	54	3
Oakwood	P. J. O'Shaughnessy	Special Certificate	700	.....	62	62	46	108	.....
Oconomowoc	E. E. Beckwith	Unlimited State Certificate	1,100	1	.....	.....	.....	.....	.....
Oconto	C. A. Bridgen	Unlimited State Certificate	1,600	1	5	5	39	44	.....

## Free High Schools, 1890-91.

FREE HIGH SCHOOLS (Aided by the State) — 1890-91 — Continued.

ENROLLMENT IN HIGH SCHOOL.									
LOCATION.	Principal.	Legal qualification of the principal.	Salary of the prin- cipal.	ASSISTANTS EMPLOYED.		Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Fem.	Total.	
Omro.....	F. T. Tucker.....	Diploma Valparaiso N. S.....	\$765.....	.....	1	39	34	73	3
Onalaska.....	Taylor Frye.....	Diploma River Falls N. S.....	765.....	.....	1	11	21	33	3
Oregon.....	A. H. Sholtz.....	Diploma White-water N. S.....	800.....	.....	1	29	23	52	1
Pekin.....	D. E. Cameron.....	Diploma River Falls N. S.....	675.....	.....	.....	19	17	36	.....
Peshigo.....	J. F. Slight.....	Diploma Oshkosh N. S.....	840.....	.....	.....	14	22	36	.....
Pewaunee.....	E. W. Pryor.....	Diploma State University.....	765.....	.....	.....	10	24	34	.....
Plainfield.....	Mary J. Gillan.....	Diploma Milwaukee N. S.....	675.....	.....	.....	20	28	48	.....
Platteville.....	C. M. Fox.....	Diploma Platteville N. S.....	810.....	.....	.....	10	16	26	.....
Plymouth.....	O. Gaffron.....	Unlimited State Certificate.....	900.....	.....	1	27	21	48	2
Portage.....	W. G. Clough.....	Diploma State University.....	1,400.....	.....	.....	45	65	110	1
Pt. Washington.....	B. H. Meyer.....	Certificate Oshkosh N. S.....	1,100.....	.....	.....	30	26	56	.....
Potosi.....	F. K. Shuttleworth.....	Diploma Platteville N. S.....	810.....	.....	.....	26	32	58	1
Poynette.....	Jas. Melville.....	Diploma State University.....	900.....	.....	1	27	33	60	2
Pra. du Chien.....	F. G. Kraege.....	Diploma State University.....	1,100.....	1	.....	29	45	74	.....
Pra. du Sac.....	John Jones.....	Limited State Certificate.....	720.....	.....	.....	13	34	47	1
Prescott.....	J. Goldsworthy.....	Diploma State University.....	950.....	.....	1	23	35	57	1
Racine.....	A. J. Volland.....	Diploma Michigan University.....	1,800.....	.....	.....	54	73	127	5
Reedsburg.....	Jas. A. Stone.....	Diploma White-water N. S.....	1,000.....	.....	1	28	35	63	.....
Rhineland.....	A. D. Prideaux.....	Diploma State University.....	1,000.....	.....	1	29	11	40	.....
Rice Lake.....	C. D. Kipp.....	Diploma River Falls N. S.....	1,000.....	.....	1	23	23	45	1

*Free High Schools, 1890-91.*

Richland Cent.	T. H. Haney	1,100	2	48	87,	185	4
Ripon.....	M. H. McMahon	1,000	1	26	29,	55	
River Falls.....	R. B. Hazard	1,100	1	37	44	81	4
St. Martins.....	Frank Miller	.....	.....	12	8	20	.....
Sauk City.....	J. J. Roessler	850	1	34	26	60	.....
Bentonville.....	Joseph Schaefer	420	.....	14	13	37	8
Seymour.....	Ira D. Travis	630	1	10	12	22	2
Sharon.....	J. G. Skeels	675	1	.....	.....	40	1
Shawano.....	W. H. Hickok	900	.....	18	22	35	.....
Sheboygan.....	J. E. Riordan	1,500	1	23	34	56	.....
Sheboygan Falls	A. W. Weber	900	1	19	24	43	8
Shell Lake.....	J. A. Jeffrey	950	.....	12	13	25	.....
Shullsburg.....	M. M. Warner	1,000	1	22	28	50	.....
So. Kaukauna.....	J. F. Conant	900	.....	18	20	38	.....
Sparta.....	J. W. Livingston	1,500	3	70	94	164	15
Spring Green.....	W. A. Cundy	800	1	34	38	73	11
Stevens Point.....	H. A. Simonds	1,500	1	53	78	126	.....
Stockbridge.....	L. M. Kraege	450	.....	26	18	44	.....
Stoughton.....	C. F. Cronk	1,300	1	32	49	81	2
Sturgeon Bay.....	Wm. O. Brown	1,000	1	30	23	43	.....
Sun Prairie.....	I. M. Buell	900	1	13	26	39	.....
Tomah.....	G. W. Reigle	1,200	2	54	61	115	1
Two Rivers.....	C. O. Marsh	1,200	1	27	14	41	.....
Unity.....	E. T. Johnson	750	.....	19	20	39	.....
Viroqua.....	J. H. Martin	900	2	24	61	85	9
Walworth.....	W. S. Edwards	540	.....	12	9	21	3
Washburn.....	H. W. Root	1,200	1	14	39	53	.....
Watertown.....	C. F. Viebahn	.....	1	57	69	126	.....
Waterloo.....	W. J. Hoskins	1,000	1	33	27	60	.....
Wautesha.....	Geo. H. Reed	1,500	1	35	65	100	.....
Waupaca.....	F. A. Lowell	1,100	2	.....	.....	86	8
Waupun.....	F. C. Howard	950	1	51	58	109	2
(Dodge)							
Waupun.....	H. C. Curtis	850	1	21	30	51	.....
(Ford du Lac.)							
Wausau.....	J. A. Eakin	1,260	1	24	49	73	.....
Wauwatosa.....	A. W. Smith	1,250	2	34	36	70	.....



## Free High Schools, 1890-91.

FREE HIGH SCHOOLS (Aided by the State), 1890-91 — Continued.

LOCATION.	Principal.	Legal qualifications of the principal.	Salary of the principal.	ASSISTANTS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Female.	
West Bend .....	D. T. Keeley .....	Diploma State University .....	\$1,050 .....	1 .....	1 .....	32 .....	28 .....	60 .....
West DePere .....	Chas. Mairs .....	Diploma Wooster College .....	810 .....	1 .....	1 .....	15 .....	28 .....	43 .....
Westfield .....	Myron E. Baker .....	Diploma State University .....	720 .....	.....	.....	11 .....	29 .....	40 .....
West Salem .....	A. E. Buckmaster .....	Diploma State University .....	1,000 .....	.....	.....	.....	.....	.....
Weyauwega .....	E. E. Sheldon .....	Special Certificate .....	639 .....	.....	.....	14 .....	32 .....	46 .....
Whitewater .....	C. H. Sylvester .....	Unlimited State Certificate .....	1,600 .....	.....	.....	34 .....	54 .....	88 .....
Wilton .....	W. S. Freeman .....	Diploma River Falls N. S. .....	540 .....	3 .....	.....	9 .....	25 .....	36 .....
Wonegan .....	T. C. Morrow .....	Diploma Platteville N. S. .....	800 .....	.....	.....	18 .....	29 .....	47 .....



## Free High Schools, 1890-91.

FREE HIGH SCHOOLS (AIDED BY STATE) -- 1890-91 -- Continued.

LOCATION.	Aver- age daily attend- ance.	N. of days taught.	Pupils in English branch only.	Pupils in Latin or Greek.	Av. age of pu- pils on enter- ing high school.	Av. age of pu- pils on leaving high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGAN- IZATION OF SCHOOL.		NON-RESIDENT PUPILS.			High school appor- tionment Nov., 1890.
							Male.	Female.	Male.	Female.	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Centralla.	80	84	34	...	15	17	1	8	5	3	20	\$1 00	\$34 13	\$190 20
Chetek.	88	180	47	...	15	17	2	5	23	24	11	1 00	100 00	325 11
Chilton.	85	199	42	...	14	17	0	7	...	...	6	1 00	80 00	325 11
Chippewa Falls.	130	180	134	15	14½	17, 6	1	3	...	...	4	1 25	44 00	227 88
Clinton.	26	179	38	...	14	17	1	1	10	18	5	1 00	2 00	246 72
Clintonville.	86	180	35	...	13	17	5	4	9	10	1	2 00	164 00	276 85
Colby.	86	180	46	24	15	17	2	3	33	55	18	1 50	...	325 11
Columbus.	86	190	31	...	15	17	2	2	2	2	4	1 75	883 00	325 11
Cuba City.	18	61	32	...	14	17	2	2	40	79	25	1 80	91 80	325 11
Cumberland.	86	180	48	...	14	17	2	2	...	...	8	1 80	...	325 11
Darlington.	83	190	77	11	14	17	...	...	...	...	...	...	...	325 11
Delavan.	86	180	46	4	15	19	...	...	...	...	...	...	...	325 11
De Pere.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dodgeville.	88	180	64	...	14	17	1	2	12	16	12	1 00	...	325 11
Durand.	99	180	107	...	14	17½	2	1	12	40	4	1 75	...	325 11
Eau Claire.	65	180	56	5	13	17	4	9	10	10	35	1 00	209 00	325 11
East Troy.	39	179	31	16	15	18	3	3	30	28	57	1 67	60 00	325 11
Edgerton.	77	180	45	26	15	19	1	4	48	71	...	2 00	...	325 11
Elkhorn.	33	...	...	...	14	18	...	...	...	...	...	...	...	...
Elisworth.	41	...	...	...	14	18	2	4	13	52	6	1 40	88 60	325 11
Elroy.	41	180	54	...	14	19	...	...	...	...	...	...	...	...
Erausville.	75	180	97	11	14	19	5	5	28	52	6	2 00	189 60	325 11
Fond du Lac.	126	180	91	25	15	18	...	10	88	232	17	2 00	383 50	325 11
Fennimore.	...	180	38	...	14	18	4	4	8	9	16	1 25	90 00	195 07
Ft. Atkinson.	90	177	33	87	14	18	...	12	82	132	19	2 00	271 00	325 11
Flora.	25	196	33	...	13	16	2	3	6	6	...	1 25	45 00	325 11
Ft. Howard.	61	180	65	...	14½	19	1	4	4	18	8	1 25	86 50	325 11
For Lake.	82	180	40	...	13	17	4	3	10	24	15	1 60	...	325 11
Fremont.	18	180	21	...	13	17	...	...	8	2	...	...	...	270 80
Friendship.	74	79	78	...	14, 5	17, 5	6	3	30	47	5	1 38	44 68	325 11
Grand Rapids.	19	180	95	...	14	15	...	6	2	21	...	...	16 68	195 07
Green Bay.	75	200	21	44	15	17, 5	3	1	24	73	5	1 30	59 00	325 11

*Free High Schools, 1890-91.*

	31	180	42		14	17		1	5	3	15	1 40	134 77	335 11
Hartford.....	81	180	42	...	14	17	...	1	1	...	...	...	...	335 11
Hazel Green.....	...	180	30	...	16	19	...	...	...	...	...	...	...	234 58
Hillsborough.....	18	180	30	...	14, 3	17	...	...	...	...	...	...	...	243 84
Highland.....	...	...	...	...	...	...	...	...	...	...	...	...	...	219 46
Horton.....	65	200	86	8	14	18	...	6	3	31	27	1 80	412 50	335 11
Hudson.....	51	180	38	...	15	18	...	...	23	41	11	2 00	100 00	335 11
Humbird.....	13	178	...	...	14	...	...	1	3	23	4	1 00	5 00	176 56
Janesville.....	109	190	...	45	15	19	...	4	51	23	12	1 25	180 00	335 11
Jefferson.....	44	210	62	...	14	16	...	...	10	21	10	1 50	\$89 00	335 11
Juneau.....	26	200	36	...	13	16	...	2	6	9	5	2 00	...	27 58
Kaukauna.....	30	174	38	...	14½	...	...	...	...	...	...	...	...	253 94
Kenosha.....	66	189	40	38	15	18	...	...	...	...	19	1 40	172 63	335 11
Kewaunee.....	40	200	53	...	15	17	...	8	27	30	4	2 00	79 00	335 11
Kiel.....	23	185	20	15	13	16	...	5	10	8	9	2 00	150 00	260 09
Lake Geneva.....	53	177	49	23	13	18	...	4	23	24	19	2 00	258 00	335 11
Lake Mills.....	49	179	...	...	16	19	...	...	18	33	25	1 66	315 00	335 11
Lancaster.....	51	180	44	16	15	15½	...	1	31	68	7	1 60	...	335 11
Linden.....	19	180	21	...	14	18½	...	2	3	9	...	...	...	219 46
Lodi.....	56	178	74	4	15	18, 76	...	4	66	71	28	1 66	271 25	335 11
Madison.....	30	176	45	...	15	18, 76	...	3	11	...	...	...	...	335 11
Marshall.....	34	200	45	...	14	...	...	1	...	3	3	1 83	9 45	478 10
Mar-hill.....	14	180	51	...	14	...	...	2	3	4	9	...	...	335 11
Manawa.....	50	180	22	...	15.5	18.6	...	3	6	6	...	...	...	276 60
Mauston.....	29	187	55	36	12	14	...	...	30	33	30	1 25	414 78	335 11
Mayville.....	48	176	11	14	4	14	...	1	15	19	10	1 50	82 25	335 11
Mazomanie.....	54	200	35	10	88	15	...	2	28	52	10	1 25	90 00	335 11
Marinette.....	33	145	23	...	14	17	...	...	13	26	...	...	...	335 11
Medford.....	39	190	20	10	3	13	...	3	4	4	...	...	...	...
Menauba.....	37	180	38	4	4	17	...	4	10	39	6	...	...	335 11
Merrill.....	115	180	59	...	15	18	...	...	20	37	...	...	...	...
Merrillan.....	23	200	11	...	13	17	...	...	...	...	...	...	...	335 11
Middleton.....	49	180	34	...	14	...	...	...	3	4	...	...	...	234 08
Mill-on Junction.....	40	180	41	10	14	20	...	2	2	...	7	1 00	41 00	335 11
Mondovi.....	62	175	50	...	15	19	...	...	2	11	27	1 00	186 75	335 11
Mineral Point.....	77	180	53	23	16	19	...	6	23	46	20	1 66	200 00	335 11
Monroe.....	20	160	63	...	14	18	...	3	...	...	...	...	...	335 11
Montello.....	19	160	22	...	14	18	...	...	...	...	...	...	...	227 68
Montfort.....	28	160	40	...	14	18	...	1	3	3	10	2 00	32 00	156 06
Mt. Hope.....	41	180	47	...	16	18	...	...	6	12	17	1 60	135 60	169 06
Muscola.....	83	180	50	...	14.5	18	...	1	5	4	22	1 50	147 07	335 11
Neenah.....	57	180	57	5	34	14	...	...	6	28	...	...	...	38 11
Neenah.....	42	180	42	5	31	14	...	...	...	...	...	...	...	335 11
Nellisville.....	68	186	83	5	4	17	...	6	11	46	28	1 50	246 25	335 11
New Lisbon.....	89	180	49	...	14	...	...	...	...	...	...	...	...	335 11
New London.....	28	186	36	4	15.8	17	...	2	11	13	5	1 00	30 00	335 11
New Richmond.....	54	180	73	...	17	17	...	...	5	29	24	1 60	201 20	335 11
New Creek.....	160	177	36	...	14	18	...	1	1	6	2	1 25	15 00	73 16
Oakfield.....	41	180	57	...	14	18	...	3	3	7	18	1 50	177 11	175 56

## Free High Schools, 1890-91.

FREE HIGH SCHOOLS (Aided by State) -- 1890-91 -- Continued.

LOCATION.	Aver- age daily attend- ance.	No of days taught.	Pupils in English man- us only.	Pupils in Latin or Greek.	Av. age of pu- pils en- ter- ing high school.	Av. age of pu- pils leav- ing high school.	GRADUATES LAST YEAR.		GRADUATES SINCE ORGANI- ZATION OF SCHOOL.		NON RESIDENT PUPILS.			High school appor- tionment Nov., 1890.
							Male.	Female.	Male.	Female.	No. of such this year.	Rate of tuition per month.	Am't of tuition fee this year.	
Oakwood.....	65	194	32	..	14	17	..	1	7	2	15	\$1 50	\$138 38	\$203 21
Oconomowoc.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Oconto.....	40	800	19	21	14	18	2	5	94	23	..	..	..	325 11
Omro.....	54	180	76	..	14	18	3	3	21	56	30	1 44	140 00	257 65
Onalaska.....	25	180	..	..	..	..	..	..	..	..	..	..	..	117 04
Oregon.....	31	177	55	..	14	16 1/2	..	..	18	21	22	1 25	157 35	234 97
Oskosh.....	23	150	37	..	14	18	1	1	..	10	7	1 60	82 00	221 82
Pewaukee.....	24	180	34	..	15	18	1	2	5	14	10	1 10	82 00	234 06
Plymouth.....	30	120	36	..	13	..	..	..	..	..	6	1 00	15 50	18 07
Platteville.....	18 6	105	48	..	13	..	..	..	..	..	9	1 47	918 32	326 11
Plymouth.....	40	180	50	..	15	17	2	1	51	31	23	1 67	918 32	326 11
Plymouth.....	82	900	56	38	14	18	5	10	68	119	24	2 00	354 80	825 11
Pt. Washington.....	40	200	..	..	12	16	1	1	6	..	5	2 50	139 88	325 11
Poynton.....	37	171	53	..	14	19	1	9	5	18	19	1 50	77 75	246 72
Poynton.....	44	200	54	4	14	17 1/2	2	3	18	25	33	1 50	310 08	325 11
Prescott.....	59	180	48	15	5	15	3	3	6	22	3	1 50	93 75	325 11
Prescott.....	32	180	48	..	14	17	2	2	..	3	18	1 00	93 75	325 11
Prescott.....	44	200	54	..	15	19	3	3	..	3	18	1 00	93 75	325 11
Prescott.....	112	900	51	27	15 60	18 77	5	9	13	107	19	1 00	93 75	325 11
Prescott.....	44	200	54	81	13	17	4	13	28	217	11	3 00	984 75	325 11
Prescott.....	34	180	40	..	13	17	1	2	2	2	16	2 00	135 80	325 11
Prescott.....	43	180	45	..	13	17	..	..	..	2	5	3 00	54 00	325 11
Richland Center.....	43	180	46	9	15 6	17 75	3	5	27	44	13	2 00	00 95	325 11
Ripon.....	41	180	73	5	13 33	18 33	2	4	..	..	23	2 00	214 00	325 11
River Falls.....	17	80	21	..	15	20	..	..	..	..	1	2 00	6 00	276 08
St. Martins.....	41	200	56	..	13	15 5	1	1	8	15	6	1 50	54 00	276 08
St. Marys.....	41	200	56	..	15	19	2	2	9	5	..	..	131 50	149 55
St. Marys.....	41	200	56	..	15	19	2	2	9	5	..	..	131 50	149 55



*High Schools, 1890-91.*

## HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch- es only.	Pupils in Latin or Greek.	Av. age of pu- pils on enter- ing high school.	Av. age of pu- pils on leaving high school.	GRADUATES LAST YEAR.		(GRADUATES SINCE ORGANI- ZATION OF SCHOOL.		NON-RESIDENT PUPILS.			High school appor- tionment Nov., 1890.
							Male	Female	Male	Female	No. of such pupils this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Totals. . . . .	Av. 212	193	458	234	15	18.8	43	52	833	625	43	\$2 27	\$700 50	.. . . .
La Crosse . . . . .	168	200	8	159	15	19	4	7	42	91	5	\$2 40	\$ 84 00	.. . . .
Menomonee . . . . .	71	180	88	35	15	18.6	35	34	170	58	15	2 10	118 00	.. . . .
Milwaukee . . . . .	496	193	276	126	15.9	18.6	4	11	77	313	20	3 60	570 00	.. . . .
Oshkosh . . . . .	114	200	86	50	15	19	4	11	77	164	3	1 20	28 50	.. . . .

## Free High Schools, 1891-92.

## FREE HIGH SCHOOLS — (Aided by the State) — 1891-'92.

LOCATION.	Principal.	Legal qualifications of the principal.	Salary of principal.	NO. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.	
						Male.	Fem.		
Total.....			\$172,852	211	287	4,466	6,291	10,757	265
Ahnapee.....	Harry K. White.	Diploma—Oshkosh N. S.	\$1,000	1	.....	11	15	26	.....
Alma.....	W. A. Schafer.	Diploma—Oshkosh N. S.	800	1	.....	29	19	48	.....
Almond.....	H. E. Crosby.	Diploma—Iowa Ag. Col.	275	1	.....	16	17	33	1
Amherst.....	Spencer Haven.	Diploma—Iowa Ag. Col.	.....	1	.....	17	30	47	1
Antigo.....	W. H. Williams.	Diploma—Battie Creek, Col.	1,200	1	2	19	37	49	1
Appleton.....	O. H. Ecke.	Diploma—Univ. Wis.	1,500	5	.....	24	36	59	.....
Appleton, 3rd Dist.....	W. F. Winsey.	Diploma—Whitewater N. S.	.....	3	1	31	21	52	3
Arcadia.....	J. I. Jegi.	Diploma—Illinois N. S.	800	1	1	23	28	51	6
Argyle.....	E. W. Pryor.	Diploma—Univ. Wis.	765	1	.....	17	13	30	.....
Ashland.....	J. M. Turner.	Diploma—Univ. Wis.	1,500	2	1	26	40	66	.....
Augusta.....	L. W. Wood.	State Certificate.	1,260	1	1	31	41	72	1
Avoca.....	G. J. Zimmerman.	Special Certificate.	450	1	.....	14	19	23	.....
Bangor.....	C. E. Lamb.	Special Certificate.	750	1	.....	19	27	46	.....
Baraboo.....	E. C. Wiswall.	Diploma—Univ. Wis.	1,200	1	3	46	76	122	2
Barron.....	F. F. Wood.	Special Certificate.	900	1	.....	15	17	22	2
Bayfield.....	B. B. Jackson.	Diploma—Beloit Col.	900	1	.....	15	12	27	.....
Beaver Dam.....	H. B. Hubbell.	Diploma—Dartmouth Col.	1,600	1	3	47	69	116	.....
Belleville.....	A. J. Olsen.	Diploma—Univ. Wis.	750	1	.....	30	35	65	3
Beloit.....	A. F. Rote.	Diploma—Univ. Wis.	1,500	1	1	33	130	160	3



## Free High Schools, 1891-92.

FREE HIGH SCHOOLS (Aided by the State) 1891-'92. -- Continued.

LOCATION.	Principal.	Legal qualifications of the principal.	Salary of the principal.	NO. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.		
				Male.	Fem.	Pupils under 20 years of age.		Pupils over 20.
						Male.	Female.	
Berlin.....	E. E. Beckwith.	State Certificate.....	\$1,200	1	2	47	78	125
Black Earth.....	E. W. Walker.	State Certificate.....	1,200	1	1	16	29	45
Blk. Riv. Falls.	Dwight Kinney.	State Certificate.....	1,600	2	2	40	57	97
Bloomer.....	D. E. Cameron.	Diploma—River Falls N. S.....	850	1	1	11	21	32
Bloomington...	S. E. Pearson.	Diploma—Platteville N. S.....	850	1	4	19	26	39
Boscobel.....	L. L. Lightcap.	Special Certificate.....	1,000	1	9	25	28	53
Brandon.....	Freeling Fox.	Diploma—Univ. Wis.....	800	1	.....	21	21	42
Brillion.....	G. S. Moody.	Diploma—Platteville N. S.....	.....	1	3	23	18	41
Brodhead.....	F. E. McGovern.	Diploma—Univ. Wis.....	1,050	1	1	19	37	56
Burlington.....	C. W. Rittenburg.	Diploma—Oberlin Col.....	1,095	1	2	31	39	70
Cadott.....	R. B. Hart.	Diploma—Univ. Wis.....	675	1	.....	1	21	22
Cambria.....	Franklin Gould.	Certificate—Whitewater N. S.....	650	1	.....	19	15	34
Cassville.....	J. C. Churchill.	Diploma—Platteville N. S.....	700	1	1	18	23	41
Centralia.....	G. W. Paulus.	Diploma—Univ. Wis.....	1,000	1	1	32	33	65
Chetek.....	R. H. Mueller.	Diploma—Univ. Wis.....	700	1	.....	17	32	49
Chilton.....	J. G. Nageler.	Diploma—Oshkosh N. S.....	800	2	.....	30	17	47
Chippewa Falls	G. S. Parker.	Diploma—Univ. Wis.....	1,600	2	4	65	112	177
Clinton Jct....	A. J. Simplic.	Diploma—Milwaukee N. S.....	762	1	1	13	23	35
Clintonville...	G. B. Arnold.	Special Certificate.....	750	1	.....	12	32	44
Colby.....	E. A. Ketcham.	Diploma—Univ. Wis.....	675	1	.....	16	28	44
Columbus.....	L. M. Roberts.	Special Certificate.....	1,200	1	1	31	28	49
Cuba City.....	G. A. Byrne.	Certificate—River Falls N. S.....	675	1	.....	24	20	44
Cumberland....	A. E. Brainerd.	.....	1,300	1	1	13	34	53



## Free High Schools, 1891-92.

FREE HIGH SCHOOLS (Aided by the State) — 1891-92 — Continued.

LOCATION.	Principal.	Legal qualification of the principal.	Salary of the principal.	NO. TEACHERS' EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			Pupils over 20.
				Male	Fem.	Pupils under 20 years of age.			
						Male	Fem.	Total.	
Kewaunee.....	M. McMahon.....	State Certificate.....	\$1,100	1	1	24	30	54	.....
Kiel.....	A. W. Dasser.....	State Certificate.....	800	1	.....	25	17	42	.....
Lake Geneva..	J. H. Gould.....	State Certificate.....	1,500	1	3	47	47	94	7
Lake Mills....	H. L. Terry.....	State Certificate.....	1,200	1	2	35	34	69	.....
Lancaster....	C. L. Harper.....	Special Certificate.....	1,100	1	2	33	46	79	1
Linden.....	T. J. Jones.....	Diploma Platteville N. S.....	600	1	1	10	14	24	1
Lodi.....	L. M. Kraege.....	Diploma—Univ. of Wisconsin..	850	1	1	22	39	61	.....
Lone Rock....	R. H. Burns.....	Certificate—Platteville N. S....	360	1	.....	20	16	36	.....
Madison.....	J. H. Hutchison..	Diploma—Univ. of Wisconsin..	1,500	2	11	124	196	320	1
Manawa.....	C. F. French.....	Diploma—Lawrence Univ.....	500	1	.....	19	11	30	2
Marinette.....	C. M. McMahon....	Diploma—De Pauw Univ.....	1,100	1	2	27	57	84	.....
Marshall.....	W. A. Hodge.....	Diploma—Ripon Col.....	1,000	1	1	23	35	58	2
Marshfield....	F. E. Hamlin.....	Special Certificate.....	1,800	1	2	24	32	56	.....
Mauson.....	W. L. Morrison....	State Certificate.....	1,300	1	1	19	43	62	2
Mayville.....	L. S. Keeley.....	Diploma—Platteville N. S....	1,100	2	1	20	24	44	2
Mazomanie...	R. F. Skiff.....	State Certificate.....	1,000	1	1	27	32	59	2
Medford.....	B. F. Olkman.....	State Certificate.....	900	1	1	15	26	41	.....
Menasha.....	F. W. Buchholz....	Diploma—Oberlin Col.....	1,200	1	1	14	23	37	.....
Merrill.....	Anna E. Ander son.....	State Certificate.....	1,000	.....	2	19	39	58	.....
Merrillan.....	A. C. Piper.....	Diploma—Whitewater N. S....	720	1	.....	5	18	23	.....
Middleton.....	F. W. Umbreit....	State Certificate.....	500	1	.....	11	12	23	.....

*Free High Schools, 1891-92.*

Milton Jct.	A. G. Sears	Special Certificate	1	1	18	20	38
Mondovi	H. H. Moe	Diploma—Univ. of Wisconsin	1	1	23	68	91
Mineral Point	A. E. Jolley	State Certificate	2	1	42	51	98
Monroe	J. A. Mitchell	Diploma—Indiana State N. S.	1	2	28	19	45
Montello	J. J. Finan	Diploma—Milwaukee N. S.	1	1	38	15	41
Montfort	J. N. Cubela	Diploma—Platteville N. S.	1	1	11	16	27
Mount Hope	Elmer Roberts	Diploma—Platteville N. S.	1	1	38	28	56
Muscoda	L. H. Allen	Special Certificate	1	1	18	24	42
Necedah	Wm. F. Sell	Diploma—Oshkosh N. S.	1	2	35	45	80
Neenah	H. J. Evans	Diploma—Lawrence Univ.	1	2	30	46	76
Neillsville	E. B. Oakley	Diploma—Univ. of Wisconsin	1	6	26	32	58
New Lisbon	R. C. Parkinson	Diploma—Univ. of Wisconsin	1	1	14	20	34
New London	Jos. Freehoff	Diploma—River Falls N. S.	1	1	25	33	58
New Richmond	F. H. Lage	Diploma—Milwaukee N. S.	1	1	25	30	55
Oakfield	J. M. Burke	Diploma—Adrian Col.	1	1	31	16	47
Oakwood	P. J. O'Shaughnessy	Special Certificate	1	1	21	49	70
Oconomowoc	O. J. Schuster	Diploma—Univ. of Wisconsin	1	1	21	34	55
Oconto	A. W. Burton	State Certificate	1	1	30	42	72
Omro	F. T. Tucker	Special Certificate	1	1	20	24	44
Onalaska	J. J. Sims	State Certificate	1	1	34	30	64
Oregon	Arthur H. Sholtz	Diploma—Whitewater N. S.	1	1	9	15	24
Pepin	J. M. Rold	Diploma—Univ. of Wisconsin	2	1	14	24	38
Peshtigo	J. F. Fligh	Diploma—Oshkosh N. S.	1	1	16	18	34
Pewaukee	D. E. Willard	Special Certificate	1	1	11	15	26
Phillips	A. W. Jones	Diploma—Platteville N. S.	1	1	18	35	58
Plainfield	W. McKinley	State Certificate	1	1	8	16	24
Platteville	Chas. M. Fox	Diploma—Platteville N. S.	2	2	31	53	8
Plymouth	O. Gafron	State Certificate	1	2	53	72	124
Portage	W. G. Clough	Diploma—Univ. of Wisconsin	1	1	24	28	47
Port Washington	R. H. Meyer	Diploma—Oshkosh N. S.	1	1	2	17	19
Potosi	W. P. Colburn	Diploma—Platteville N. S.	1	1	23	24	47
Poynette	A. M. Locker	Special Certificate	1	1	41	81	72
Pra du Chien	F. G. Kraege	Diploma—Univ. of Wisconsin	1	1	24	36	60
Pra du Sac	J. F. Hergen	Diploma—Whitewater N. S.	2	2	25	35	60
Prescott	Jas. Goldsworthy	Diploma—Univ. of Wisconsin	1	1	25	35	60

## Free High Schools, 1891-92.

FREE HIGH SCHOOLS (Aided by the State) — 1891-92 — Continued.

LOCATION.	Principal.	Legal qualification of the principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			Pupils over 20.
				Male	Fem.	Pupils under 20 years of age.			
						Male	Fem.	Total.	
Racine .....	A. J. Volland .....	Diploma--Univ. of Michigan.	\$2,200.	2	2	60	84	144	2
Reedsburg .....	A. B. West .....	Diploma--Whitewater N. S.	1,000	1	1	30	42	72	3
Rhineland .....	Geo. Peterson .....	Diploma--River Falls N. S.	1,100	1	1	21	25	46	...
Rice Lake .....	C. D. Kipp .....	Diploma--River Falls N. S.	1,200	1	1	27	19	46	2
Richland Cent.	T. H. Haney .....	Diploma--Eureka Col.	1,100	1	2	50	80	130	4
Ripon .....	M. H. McMahon .....	Diploma--Oshkosh N. S.	1,000	1	1	21	25	46	8
River Falls .....	A. A. Love .....	Special Certificate.	1,100	1	7	...	...	63	5
St. Martins .....	M. B. O'Shaughnessy .....	Special Certificate.	...	1	...	11	7	18	1
Sauk Citv. ....	J. H. Roessler .....	Diploma--Univ. Wis.	850	1	1	25	14	39	...
Sextonville .....	Jos. Schafer .....	Diploma--S. Dakota N. S.	490	1	1	18	16	34	3
Seymour .....	J. D. Travis .....	Diploma--Albion Col. (Mich.)	675	1	...	14	12	26	...
Sharon .....	J. G. Skeels .....	State Certificate.	900	1	1	10	25	35	...
Shawano .....	W. H. Hickok .....	State Certificate.	1,000	1	1	17	27	44	...
Sheboygan .....	J. E. Riordan .....	Diploma--Oshkosh N. S.	1,600	2	3	21	47	68	2
Sheboygan F'ls.	A. W. Weber .....	Diploma--Oshkosh N. S.	900	1	1	12	16	28	1
Shell Lake .....	J. A. Jeffery .....	Diploma--Platteville N. S.	950	1	...	10	21	31	5
Shullsburg .....	M. M. Warner .....	Diploma--Oberlin Col.	1,050	2	...	16	30	46	1
S. Milwaukee.	M. N. Kelly .....	Special Certificate.	800	1	1	...	...	29	2
Sparta .....	J. W. Livingston .....	Diploma--Platteville N. S.	1,600	1	8	71	105	176	...
Spring Green .....	J. D. Rouse .....	State Certificate.	800	1	2	36	34	70	...

*Free High Schools, 1891-92.*

Stevens Point.	H. A. Simonds.	Diploma — Amherst Col.	1,600	1	8	42	78	115
Stockbridge.	Delos Kinsman.	Diploma — Platteville N. S.	450	1	..	32	10	32
Stoughton.	A. Corstet.	Diploma — Whitewater N. S.	1,000	1	2	34	46	80
Sturgeon Bay.	Wm. O. Brown.	Diploma — Oshkosh N. S.	1,100	2	1	23	28	46
Sun Prairie.	James Melville.	Diploma — Univ. Wis.	900	1	1	13	27	40
Tomah.	G. W. Reige	Diploma — Whitewater N. S.	1,200	1	2	..	..	94
Two Rivers.	C. O. Marsh.	Diploma — Univ. Wis.	1,200	1	1	13	21	34
Unity.	H. D. Kneip.	Diploma — Univ. Wis.	675	1	1	19	16	35
Viroqua.	Taylor Frey.	Diploma — River Falls N. S.	1,000	1	2	32	97	129
Waldo.	D. O. Williams.	Certificate — Oshkosh N. S.	595	1	..	18	18	36
Walworth.	A. A. Lewis.	Special Certificate.	540	1	..	9	8	17
Washington.	H. W. Root.	State Certificate.	1,200	1	1	14	27	41
Watloo.	J. L. Sherron.	State Certificate.	1,000	2	1	17	23	40
Watertown.	C. F. Viebahn.	State Certificate.	1,600	2	2	45	84	139
Waukesha.	Geo. H. Reed.	Special Certificate.	1,500	1	2	44	62	106
Waupaca.	F. A. Lowell.	Diploma — Oswego State N. S.	1,100	1	2	30	42	72
Waupun.	M. A. Hester.	Diploma — De Pauw Univ.	950	1	2	62	66	138
(Dodge Co)	H. C. Curtis.	Diploma — Milwaukee Col.	900	1	1	14	30	44
Waupun	J. A. Eakin.	Diploma — Beloit Col.	1,300	2	1	13	44	57
(F. du Lac Co).	A. W. Smith.	State Certificate.	1,250	1	2	29	42	71
Wausau.	D. T. Keeley.	Diploma — Univ. Wis.	1,100	1	1	43	41	84
Wauwatosa.	Chas. Mains.	Diploma — Wauson Univ.	900	1	1	17	29	46
West Bend.	D. K. Tone.	Diploma — Univ. Wis.	720	1	..	18	26	44
West De Pere.	A. E. Buckmaster	Diploma — Univ. Wis.	1,000	1	..	11	28	39
Westfield.	E. E. Sheldon	Special Certificate.	675	1	1	19	31	50
West Salem.	C. H. Sylvester.	State Certificate.	1,600	1	3	48	58	106
Weyauwega.	W. S. Freeman.	Diploma — River Falls N. S.	585	1	1	5	22	27
Whitewater.	T. C. Morrow.	Diploma — Platteville N. S.	800	1	1	23	28	49
Wilton.								
Wnewoc.								

## High Schools.

## HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	Principal.	Legal qualification of the principal.	Salary of the principal.	NO. TEACHERS' EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
				Male	Fem.	<i>Pupils under 20 years of age.</i>			Pupils over 20.
						Male	Fem.	Total.	
Totals.....			\$7,800	15	27	274	573	847	644
La Crosse.....	Albert Hardy.....		\$1,400	3	6	85	136	221	2
Milwaukee.....	A. J. Rogers.....		2,500	8	10	55	291	346	637
Menomonie.....	J. E. Hoyt.....		1,400	2	5	61	69	130	3
Oshkosh.....	R. H. Halsey.....		2,000	2	4	73	77	150	2

## Free High Schools, 1891-92.

## FREE HIGH SCHOOLS.—1891-92.

LOCATION.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch only.	Pupils in Ger- man.	Pupils in Latin or Greek.	Aver- age of pupils on en- tering high school.	Av. age of pu- pils on leaving high school.	GRADUATES SINCE ORGANIZATION OF SCHOOL.		NON-RESIDENT PUPILS.		High school appor- tionment Nov., 1891.	
								Male.	Female	No. of such this year.	Rate of tuition per month.		Am't of tuition paid this year.
Totals.....	8,841	32,457	7,981	1,243	1,931	13.5	17.7	3,117	5,563	2,303	\$1.20	\$22,453.88	\$48,081.42
Ahnapee.....	19	200	25	.....	.....	14	16	5	8	10	\$0.50	\$50.00	\$307.70
Alma.....	33	180	48	.....	.....	14	17	2	15	7	2.00	109.00	307.70
Almond.....	26	100	.....	.....	.....	15	18	.....	.....	17	1.00	65.00	61.54
Amherst.....	28	121	48	.....	.....	14	17	.....	5	7	2.00	70.00	307.70
Antigo.....	36	180	45	.....	.....	14	17	3	21	2	2.00	23.50	307.70
Appleton.....	151	180	34	34	25	13	17	11	83	15	1.00	108.50	307.70
Appleton, 3d dist.	40	180	44	6	2	15	17	61	89	4	.....	.....	.....
Arcadia.....	37	180	38	19	.....	14	18	30	28	25	2.00	235.30	240.86
Argyle.....	21	180	30	.....	.....	16	19	8	12	6	1.00	70.35	323.08
Ashtland.....	49	180	50	2	14	14	17	14	14	17	1.80	.....	307.70
Augusta.....	43	180	73	.....	.....	15	18	13	19	14	10	61.85	138.46
Avoca.....	20	180	33	.....	.....	14	17	14	25	10	1.50	131.83	321.54
Bangor.....	35	180	46	.....	.....	14	17	8	8	8	1.50	415.00	307.70
Baraboo.....	105	175	43	36	47	15	18	15	45	3	1.00	.....	319.50
Barron.....	15	180	24	.....	.....	16	16	6	7	.....	.....	.....	307.70
Bayfield.....	18	200	27	.....	.....	13	17	.....	.....	.....	.....	.....	307.70
Beaver Dam.....	92	180	31	50	35	16	19	52	112	85	2.00	415.00	315.30
Belleville.....	40	180	68	.....	.....	16	17	.....	.....	57	2.00	746.00	307.70
Beloit.....	139	195	18	66	88	14	17	112	196	40	2.00	587.50	307.70
Berkshire.....	86	178	55	38	33	15	18	15	15	30	1.44	313.70	307.70
Black Earth.....	84	180	58	.....	.....	16	20	32	76	12	2.00	231.35	307.70
Black River Falls.....	41	180	32	15	28	15	17	5	5	10	1.50	77.20	307.70
Bloomer.....	20	180	39	.....	.....	14	19	19	23	18	1.66	38.50	307.70
Bloomington.....	29	170	39	.....	.....	14	17	2	40	19	1.25	110.00	307.70
Boscobel.....	47	180	48	.....	.....	14	19	29	49	19	1.25	110.00	307.70
Boscobel.....	31	180	45	.....	.....	14	19	23	49	19	1.25	110.00	307.70
Brandon.....	34	75	41	.....	.....	13	16	17	30	12	1.11	10.00	307.70
Brillion.....	43	150	32	.....	.....	15	17	33	80	96	1.20	553.80	307.70
Brodhead.....	43	150	32	.....	.....	15	17	33	80	96	1.20	553.80	307.70
Burlington.....	64	206	30	10	20	14	17	4	4	.....	.....	.....	307.70
Cadott.....	12	180	22	.....	.....	14	17	.....	.....	.....	.....	.....	307.70



## Free High Schools, 1891-92.

## FREE HIGH SCHOOLS.—1891-92.—Continued.

LOCATION.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch- es only.	Pupils in Latin or Greek.	Aver- age of pupils on en- tering high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGANIZATION OF SCHOOL.		NON-RESIDENT PUPILS.			High school appor- tionment Nov., 1891.	
						Male.	Female.	Male.	Female.	No. of such year.	Rate of tuition per month.	Am't of tuition fees this year.		
Cambridge	24	180	34	.....	14	.....	1	9	10	10	\$1.00	\$32.75	\$200.00	
Cassville	28	180	42	.....	15	.....	.....	6	8	14	1.00	79.70	307.70	
Centralia	62	180	65	.....	14	.....	.....	.....	.....	19	1.00	69.75	193.85	
Chetek	31	179	52	.....	15	.....	3	9	6	22	1.00	228.00	307.70	
Chilton	40	182	47	.....	15	.....	5	9	4	15	2.00	160.00	307.70	
Chippewa Falls	155	180	90	30	13	18	9	38	41	15	1.66	100.00	307.70	
Clinton Junction	27	180	.....	3	14	17	1	10	23	9	1.25	45.00	289.36	
Clintonville	27	180	44	.....	13	16	1	8	22	7	1.66	33.50	235.39	
Colby	31	180	44	.....	12	17	3	9	13	1	.....	.....	261.54	
Columbus	34	180	18	30	15	19	2	35	58	12	2.00	113.50	307.70	
Cuba City	21	180	44	.....	14	18	.....	5	4	6	1.50	46.10	61.00	
Cumberland	28	180	52	.....	13	16	3	40	82	4	1.50	27.00	307.70	
Darlington	35	180	81	10	14	17	.....	.....	.....	19	1.50	209.00	307.70	
De Pere	44	180	28	8	15	19	3	.....	.....	25	1.60	54.00	307.70	
De Pere	45	180	32	21	14	18	.....	1	.....	.....	1.00	.....	307.70	
Dodgeville	87	180	97	.....	16	19	2	15	22	30	1.60	386.00	307.70	
Durand	38	180	.....	14	.....	.....	.....	43	40	80	1.60	130.00	246.16	
East Troy	56	180	70	11	13	18	6	14	17	30	1.20	199.00	307.70	
Eau Claire	124	180	77	19	16	19	6	22	58	7	1.75	47.50	307.70	
Edgerton	39	180	16	8	14	18	5	23	33	8	1.67	47.50	307.70	
Ellington	75	180	59	31	16	18	6	50	81	40	2.00	115.00	307.70	
Ellsworth	.....	160	52	.....	14	18	1	3	1	3	14	1.40	76.05	307.70
Elroy	80	180	50	.....	13	18	3	16	23	7	2.00	50.00	96.92	
Evansville	21	180	66	12	13	18	3	8	3	6	1.80	76.05	307.70	
Fairchild	30	180	29	.....	14	18	5	8	9	12	1.00	7.00	184.62	
Fennimore	32	180	46	.....	14	18	.....	.....	.....	.....	1.25	80.80	.....	
Florence	17	191	40	.....	13	16	.....	6	9	.....	50	167.00	307.70	
Fond du Lac	129	187	25	46	11	14	1	85	232	16	50	386.50	307.70	
Fort Atkinson	102	179	1	23	30	14	7	89	140	28	50	37.88	307.70	
Fort Howard	63	190	64	27	.....	15	1	1	9	6	1.25	37.88	307.70	
Fox Lake	26	180	26	.....	14	17	6	10	28	12	1.60	150.00	246.16	
Fremont	19	180	35	.....	12	16	.....	4	3	.....	.....	.....	106.15	
Friendship	31	180	30	.....	16	20	.....	4	7	12	1.50	81.75	138.46	
Glenbeulah	18	180	24	.....	12	17	3	1	5	3	1.16	31.00	215.39	

*Free High Schools, 1891-92.*

Grand Rapids.....	59	180	48	24	14	17	5	3	35	50	6	1 33	68 00	307 70
Green Bay.....	75	200	8	81	15	18	2	2	26	80	6	1 30	65 00	307 70
Harford.....	25	180	36	10	15	17	1	7	6	7	12	1 50	18 00	307 70
Hickland.....	28	180	10	10	15	18	4	5	29	34	5	1 50	47 50	221 54
Hillsboro.....	22	180	32	18	15	19	2	7	9	15	13	1 25	82 63	207 69
Hillsborough.....	40	200	35	17	14	18	3	7	20	34	31	1 30	51 45	307 70
Horton.....	59	180	54	17	14	18	6	7	27	50	20	2	130 00	307 70
Hudson.....	22	180	28	1	14	18	1	4	4	5	9	1	31 50	193 85
Humboldt.....	135	180	30	35	70	15	3	18	63	2 35	15	1 25	250 00	307 70
Ironville.....	27	200	45	42	14	18	3	1	10	22	6	1 50	82	307 70
Jefferson.....	200	28	28	28	15	18	1	1	8	11	2	1 50	103 00	246 15
Kentonia.....	52	180	59	12	15	18	2	6	20	34	5	2 00	60 50	307 70
Kenosha.....	60	118	74	17	20	15	2	4	20	34	5	2 00	60 50	307 70
Kewaunee.....	45	200	54	20	14	18	4	4	12	6	10	2 00	136 00	276 93
Kiel.....	29	200	10	32	13	16	2	4	25	22	11	2 00	334 00	307 70
Lake Geneva.....	75	178	72	30	9	16	2	2	25	22	11	2 00	334 00	307 70
Lake Mills.....	73	176	70	30	14	18	7	6	25	39	31	1 68	357 00	307 70
Lancaster.....	57	175	31	29	38	15	6	2	31	65	5	1 60	70 00	307 70
Lancaster.....	21	180	11	6	12	19	1	4	4	1	6	1 00	36 00	160 15
Lodi.....	49	178	11	6	13	17	1	2	55	66	19	16	207 40	307 70
Lone Rock.....	26	120	36	181	15	18	14	21	112	191	17	2 60	294 00	307 70
Madison.....	235	185	124	58	14	16	1	2	6	8	8	1 33	40 00	292 50
Manawa.....	20	179	32	18	14	16	1	2	14	20	7	1 33	40 00	307 70
Marquette.....	63	200	43	6	15	17	6	4	17	7	11	2 00	405 70	307 70
Marshall.....	40	200	56	6	13	17	2	1	5	5	5	11	1 50	307 70
Marshfield.....	40	200	56	6	13	17	2	1	5	5	5	11	1 50	307 70
Mauston.....	82	180	59	10	15	19	3	5	83	37	36	2 00	405 70	307 70
Mayville.....	31	200	10	27	14	18	3	2	15	21	12	1 50	51 00	307 70
Mazomanie.....	47	175	41	20	14	18	4	3	31	57	10	1 50	51 00	307 70
Medford.....	32	180	23	18	14	18	4	3	4	7	6	1 25	390 00	307 70
Menasha.....	30	190	23	3	11	14	1	3	10	39	18	40	307 70	307 70
Merrill.....	66	169	58	11	14	18	1	3	18	38	18	1 25	231 54	307 70
Merrillan.....	14	180	23	23	16	20	2	1	11	31	31	1 40	186 92	307 70
Middleton.....	15	180	23	23	16	20	2	1	11	31	31	1 40	186 92	307 70
Milton Junction.....	30	180	17	18	14	19	1	3	3	7	5	1 11	43 00	290 77
Mondovi.....	31	150	4	12	14	18	3	1	5	12	33	1 50	211 40	343 39
Mineral Point.....	81	180	53	38	14	18	1	7	25	57	20	1 50	200 00	307 70
Monroe.....	77	180	68	14	15	18	6	10	25	25	25	1 33	262 75	307 70
Montello.....	21	180	45	15	13	17	1	1	25	26	6	2 00	47 00	294 56
Montfort.....	27	160	43	15	15	17	4	4	8	5	6	1 60	43 50	147 69
Mount Hope.....	22	180	31	12	14	18	4	3	10	12	15	1 50	110 00	153 85
Muscoda.....	47	180	56	1	14	18	3	3	9	7	19	1 50	109 13	240 16
Necedah.....	31	180	36	9	8	14	1	1	15	5	15	1 00	79 57	307 70
Neeah.....	75	185	46	9	21	13	9	1	24	23	8	1 50	174 00	307 70
Neillsville.....	56	180	66	9	5	14	5	5	14	41	8	1 00	72 00	307 70
New Lisbon.....	45	132	56	11	15	18	2	2	14	15	17	1 00	80 00	307 70
New London.....	24	180	23	11	15	18	2	2	13	15	17	1 00	80 00	307 70

## Free High Schools, 1891-92.

## FREE HIGH SCHOOLS.—1891-92—Continued.

LOCATION.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch, ex only.	Pupils in Ger- man.	Pupils in Latin or Greek.	Av. age of pu- pils on enter- ing high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORGAN- IZATION OF SCHOOL.		NON-RESIDENT PUPILS.			High school appor- tionment Nov. 1891.	
							Male.		Female.		No. of such this year.	Rate of tuition per month.	Amt. of tuition fees this year.		
New Richmond...	45	180	51		7	16	1	3	6	32	15	\$1 00	\$151 80	\$307 70	
Oakfield...	41	180	55			13	2	4	4	11	24	1 50	235 40	184 62	
Oakwood...	35	200	47			14	1		10	2	14	1 50	160 00	215 39	
Oconomowoc...	53	180	52	20		15	2	4	2	4	9	1 88	121 00	264 96	
Oconto...	43	200	93		22	14	2	2	20	31	2			307 70	
Omro...	64	180	72			15	3	3	23	58	16		233 00	270 77	
Onalaska...	32	180	44			13	3	9	3	9	3	2 00	50 80	307 70	
Oregon...	45	177	70			14	5	4	24	24	32	1 50	262 00	276 93	
Pekin...	19	180	24			13	2	1	11	11	6	1 60	41 68	207 69	
Peshigo...	34	200	35			13	8	8	3	8	3			246 16	
Pewaukee...	20	180	33			14	1	1	6	6	6	1 10	50 00	235 39	
Phillips...	36	180	53			13	3	3	3	3	9	1 00	27 00	207 69	
Plainfield...	20	180	20			13	8	2	54	33	31	1 60	306 00	145 98	
Platteville...	43	160	61			15	7	14	75	133	22	2 00	352 00	307 70	
Portage...	95	300	69	36	21	12	6	6	6	6	6	1 00	46 00	307 70	
Port Washington...	36	200	22			14	10	8	14	23	30	1 50	31 80	307 70	
Potosi...	17	180	40	4		14	4	10	10	32	1	1 50	13 50	307 70	
Poynette...	35	180	41	25	6	14	1	1	1	1	22	1 00	60 00	307 70	
Prairie du Chien...	52	180	53	5		13	3	7	0	12	10	3 50	53 50	307 70	
Prairie du Sac...	43	180	23	26	14	16	3	4	39	294	22	\$1 00	\$150 00	\$307 70	
Prescott...	44	200	62		82	13	2	5	3	5	8			307 70	
Racine...	121	180	73			16	3	5	2	5	22	\$1 00	\$150 00	\$307 70	
Reedsburg...	58	180	46			13	3	5	2	5	8			307 70	
Rhineland...	39	180	48			13	3	9	37	68	60	50	600 00	307 70	
Rice Lake...	33	180	134		10	16	3	9	29	53	8	2 00	84 00	307 70	
Richland Center...	99	180	134		11	16	2	1	1	1	13	50	103 00	307 70	
Ripon...	36	180	50	2	5	15	1	1	1	1	1	1 00	39 00	80 00	
River Falls...	40	180	50			15	1	1	1	1	5	1 50	30 00	307 70	
St. Martins...	12	200	19	17		17	2	2	1	1	24	1 00	88 00	198 85	
Sank City...	26	140	27			17	2	2	1	1	1				
Sextonville...	25	180	27			15	2	2	1	1	3	1 25	139 85		
Seymour...	16	180	26			15	2	2	1	1	1				

*Free High Schools, 1891-92,*

Sharon.....	29	177	34	1	14	18	1	1	15	21	11	2 00	163 50	307 70
Shawano.....	34	180	43	1	14	18	3	8	21	33	11	1 66	101 00	307 98
Sheboygan.....	61	186	46	24	14	18	1	8	19	79	2	1 25	8 75	307 70
Sheboygan Falls..	25	180	24	4	15	18	1	3	48	02	4	1 00	36 00	307 70
Shell Lake.....	31	177	24	1	15	18	2	7	22	55	9	2 00	58 20	307 70
Shullsburg.....	40	170	25	5	15	18	2	1	3	4	4	1 60	45 00	307 70
South Milwaukee..	137	178	78	44	15	18	5	5	53	88	53	2 00	721 30	184 62
Sparta.....	55	180	30	85	15	18	9	11	3	90	13	2 00	517 90	307 70
Spring Green.....	96	178	70	6	15	18	11	9	39	90	4	1 20	184 90	307 70
Stevens Point....	25	118	32	81	15	18	1	6	20	38	17	1 66	255 00	138 46
Stockbridge.....	62	180	77	5	15	17	1	8	15	23	5	1 50	78 50	307 70
Sturgeon Bay.....	34	189	46	6	16	19	2	2	15	23	18	1 25	131 54	307 70
Sun Prairie.....	28	180	34	19	14	18	2	4	17	18	13	1 66	560 75	307 70
Tomah.....	74	180	78	11	15	19	2	8	25	40	38	1 00	60 00	307 70
Two Rivers.....	26	200	84	19	13	17	4	3	29	29	5	2 40	725 00	230 77
Unity.....	17	177	35	7	13	18	2	1	30	45	72	1 33	220 00	307 70
Viroqua.....	76	180	117	13	15	18	1	3	1	8	10	1 20	64 00	166 15
Waldo.....	24	173	36	1	16	19	1	4	1	6	8	2 00	238 00	307 70
Walworth.....	16	180	21	1	15	20	3	4	20	28	25	2 00	136 00	307 70
Washburn.....	35	180	41	5	14	18	1	4	53	110	11	1 00	241 00	307 70
Watertown.....	34	180	85	90	14	18	2	7	6	18	18	1 30	334 00	307 70
Waunakee.....	96	200	30	23	14	18	3	8	36	57	36	1 50	344 00	307 70
Waupaca.....	86	189	95	13	14	18	6	10	28	42	8	1 25	71 86	307 70
Waupun.....	58	190	49	27	14	18	5	6	13	26	4	1 00	21 50	307 70
Waupun.....	78	190	117	18	15	18	2	2	18	34	29	2 00	507 50	307 70
Wausau.....	26	190	33	10	13	17	1	4	14	34	4	2 00	5 50	307 70
Wauwatosa.....	48	179	57	8	13	17	1	9	18	65	29	2 00	89 25	307 70
West Bend.....	61	176	64	7	14	18	1	1	15	15	42	1 50	310 00	221 64
West De Pere.....	74	190	72	12	13	17	2	1	10	44	7	2 00	119 00	307 70
Westfield.....	89	180	12	19	14	18	1	2	7	46	20	1 60	153 30	216 46
West Salem.....	28	180	49	30	15	18	2	7	18	35	11	1 25	142 00	307 70
Weyauwega.....	89	180	39	1	15	18	1	10	8	24	15	1 00	32 75	166 15
Whitewater.....	44	180	44	12	14	18	2	4	12	11	6	1 00	72 50	263 69
Wilton.....	88	187	49	44	16	18	1	2	1	10	1	1 00	72 50	263 69
Wilton.....	18	180	17	1	13	19	1	2	13	17	19	1 00	72 50	263 69
Wongwoc.....	30	180	56	1	13	19	1	2	13	17	19	1 00	72 50	263 69

*High Schools.*

## HIGH SCHOOLS NOT AIDED BY THE STATE.

LOCATION.	Aver- age daily attend- ance.	No. of days taught.	Pupils in English branch only.	Pupils in Ger- man. Greeks.	Pupils in Latin or Greek.	Aver- age age of pu- pils on enter- ing high school.	Aver- age age of pu- pils on leaving high school.	GRADUATES THIS YEAR.		GRADUATES SINCE ORIGIN OF SCHOOL.		NON-RESIDENT PUPILS.			High school appor- tionment
								Male.	Female.	Male.	Female.	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Totals .....	919	784	475	243	392	15	16	59	78	392	700	52	\$2 00	\$1,225 00	.....
La Crosse .....	150	197	7	50	160	14	18	9	11	51	102	7	\$0 60	\$144 00	.....
Milwaukee .....	534	210	302	193	136	16	18	39	55	209	367	26	4 00	960 00	.....
Menomonee .....	82	179	93	.....	40	14	18	6	5	51	62	14	2 00	101 00	.....
Oshkosh .....	123	198	73	.....	50	15	19	5	7	81	109	5	1 40	80 00	.....

*Teachers' Institutes*

## TEACHERS' INSTITUTES, 1890-91.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Total.....	1,463	5,355	6,818	345	60	29	484	1,067	3,146	1,390
Adams.....	6	43	49	5½	44	18	3	2	21	23
Ashland.....	3	37	40	3	37	51	4	13	21	1
Barron.....	16	50	66	4½	52	24	10	5	42	7
Barron.....	7	28	35	2	31	43	4	7	24	.....
Barron.....	30	80	110	4	85	21	.....	.....	.....	.....
Bayfield.....	2	19	21	3	17	43	2	3	13	.....
Brown.....	16	80	96	5	72	21	3	21	67	5
Brown.....	17	65	82	2	.....	.....	.....	.....	.....	.....
Buffalo.....	24	25	49	4½	37	17	3	9	18	19
Burnett.....	5	21	26	5	19	16	1	6	1	17
Calumet.....	21	56	77	2	70	23	3	31	35	8
Chippewa.....	9	71	80	5	62	24	10	15	30	25
Chippewa.....	4	46	50	5	45	23	5	4	22	19
Clark.....	28	67	90	3	72	24	11	8	48	22
Columbia.....	2	43	45	2	37	31	2	10	28	7
Columbia.....	3	47	50	5	49	29	2	2	8	38
Crawford.....	13	53	66	2	54	35	7	11	33	4
Dane, 1st district.....	28	126	154	6	135	57	7	29	70	14
Dane, 1st district.....	14	65	79	2	67	25	5	14	50	8
Dane, 1st district.....	11	57	68	5	.....	19	10	8	44	1

*Teachers' Institutes.*

## TEACHERS' INSTITUTES, 1890-91—Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTE.		Days of institute.	Avg. daily attend- ance.	Avg. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.				College.	Normal school.	High school.	Common school only.
Dane, 2d district.....	18	86	3½	83	18	19	6	57	17
Dodge.....	55	137	2	190	27	25	19	122	21
Door.....	18	57	5	69	27	1	14	22	38
Douglas.....	11	55	3	54	38	10	20	32	.....
Dunn.....	10	58	5	54	26	3	12	33	10
Eau Claire.....	12	91	2	84	51	17	25	57	3
Fond du Lac.....	37	60	2	.....	28	16	24	52	3
Fond du Lac.....	13	101	5	90	23	4	58	48	15
Grant.....	16	91	5	88	24	1	33	56	17
Grant.....	9	49	5	.....	28	2	14	37	3
Green.....	32	115	4½	114	22	7	8	87	3½
Green Lake.....	18	62	5	78	9	7	6	20	47
Iowa.....	15	105	5	95	23	2	9	105	4
Jackson.....	14	68	5	66	20	9	8	48	12
Jefferson.....	24	113	2	.....	30	7	33	83	6
Kenosha.....	13	36	5	44	29	5	22	7	13
Kewaunee.....	18	24	5	84	36	1	12	23	6
La Crosse.....	18	49	4	43	21	2	5	52	8
La Fayette.....	18	48	4½	39	35	8	13	38	7
Langlade.....	14	35	5	.....	26	4	5	34	4
Lincoln.....	4	46	2	45	37	2	10	30	8
Manitowoc.....	32	50	5	58	25	2	13	28	39
Marathon.....	33	105	4	130	26	4	18	57	13
Marquette.....	5	22	5	24	33	.....	14	13	.....

*Teachers' Institutes.*

	8	31	34	2	84	40	7	5	30	5	
Marinette.....	12	62	74	10	55	15	2	5	55	11	
Marquette.....	32	49	81	2	.....	44	4	39	81	6	
Milwaukee.....	10	100	110	5	.....	.....	.....	.....	.....	.....	
Monroe.....	27	65	92	2	.....	.....	.....	.....	.....	.....	
Oconto.....	4	29	33	5	.....	18	.....	4	2	9	
Outagamie.....	15	67	82	5	.....	28	.....	14	44	21	
Outagamie.....	12	66	78	2	61	66	8	13	39	6	
Ozaukee.....	31	38	69	10	50	35	10	27	21	9	
Pepin.....	13	37	50	4½	46	29	1	9	27	14	
Polk.....	18	62	80	4½	67	22	2	4	8	70	
Polk.....	13	48	61	5	47	21	.....	4	11	46	
Portage.....	13	62	75	4	55	21	1	4	24	46	
Price.....	7	36	43	5	.....	23	5	6	23	8	
Racine.....	16	67	83	5	72	19	5	16	28	14	
Richland.....	20	95	115	5	93	15	.....	2	74	39	
Rock, 1st district....	6	50	56	5	.....	26	7	9	24	6	
Rock, 1st district....	1	51	52	2	52	41	3	4	4	1	
Rock, 1st district....	6	32	38	2	33	20	8	2	13	15	
Rock, 2d district....	19	76	95	5	68	31	49	17	18	6	
Rock, 2d district....	13	84	97	2	92	30	12	16	45	15	
St. Croix.....	20	48	68	4	53	27	2	17	14	33	
St. Croix.....	46	80	126	2	105	28	8	54	35	20	
Sauk.....	12	52	64	5	60	20	1	3	50	9	
Sauk.....	28	53	81	4½	71	23	1	3	73	3	
Sauk.....	13	86	99	5	92	22	2	8	63	26	
Shawano.....	11	55	66	5	58	23	4	4	34	22	
Sheboygan.....	34	104	138	5	128	28	2	10	78	47	
Sheboygan.....	30	90	120	2	101	43	15	33	62	8	
Trempealeau.....	22	50	72	5	52	25	9	5	22	15	
Vernon.....	52	183	285	4½	168	20	7	7	138	81	
Vernon.....	27	65	92	4½	82	20	2	1	60	29	
Walworth.....	27	132	159	5	187	224	13	40	80	29	
Washington.....	4	22	26	5	20	17	1	8	13	5	
Washington.....	32	31	63	2	59	29	8	18	22	6	
Waukesha.....	25	91	116	2	110	49	7	23	32	18	



*Text Books.*

## TEACHERS' INSTITUTES, 1890-91 — Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Waupaca.....	22	98	120	5	.....	24	6	12	60	41
Waushara.....	17	31	48	2	43	26	2	1	16	28
Waushara.....	25	64	89	5	70	19	2	2	16	68
Winnebago.....	9	48	57	2	51	97	5	17	32	.....
Wood.....	11	26	37	5	29	26	2	4	19	9

*Teachers' Institutes.*

## TEACHERS' INSTITUTES — 1891-92.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institutes.	Av. daily attendance.	Av. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Totals.....	1,394	5,033	6,427	376	65	24	399	1,168	3,383	1,413
Adams.....	2	48	50	9	45	27	4	.....	25	21
Ashland.....	6	58	64	3	56	40	6	16	31	9
Barron.....	18	54	72	4	60	20	1	6	48	16
Brown.....	24	67	91	5	68	19	.....	18	53	7
Buffalo.....	8	34	42	4	31	23	3	1	28	6
Buffalo.....	20	38	58	5	47	21	1	13	17	27
Burnett.....	8	15	23	5	21	16	1	4	1	17
Calumet.....	20	56	76	2	74	25	1	35	36	4
Calumet.....	14	58	72	3	65	31	1	31	35	5
Chippewa.....	11	91	102	2	76	51	20	28	53	.....
Chippewa.....	9	88	97	5	85	24	4	6	57	30
Clark.....	13	49	62	5	56	26	2	5	41	14
Clark.....	13	63	76	5	70	25	7	7	37	25
Columbia.....	36	85	121	2	114	23	8	10	63	13
Columbia.....	17	41	58	2	52	27	8	4	24	7
Crawford.....	13	69	82	5	78	20	1	3	54	24
Dane, 1st dist ...	14	60	74	2	65	30	5	14	51	2
Dane, 1st dist ...	10	58	68	2	61	24	4	18	41	5
Dane.....	.....	34	34	2	67	17	3	11	4	.....
Dane, 2d dist.....	13	42	55	2	50	24	5	7	42	1

*Teachers' Institutes.*

## TEACHERS' INSTITUTES — 1891-92 — Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institutes.	Av. daily attendance.	Av. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Dane, 2d dist.....	13	65	78	3	68	23	25	7	36	10
Door.....	27	64	91	5	81	25	6	9	21	57
Douglas.....	12	72	84	2	78	39	16	26	35	1
Dunn.....	20	135	155	5	138	21	7	26	65	57
Eau Claire.....	5	59	64	5	57	16	1	4	50	9
Fond du Lac.....	10	124	134	5	103	20	4	64	40	16
Grant.....	8	43	51	2	45	.....	.....	.....	.....	.....
Grant.....	18	109	127	10	25	.....	34	70	23	.....
Green.....	19	71	90	5	68	23	3	7	57	23
Green.....	9	58	67	5	45	26	1	4	49	18
Green Lake.....	20	63	83	5	81	15	5	7	22	59
Iowa.....	11	51	62	2	48	19	1	3	55	2
Iowa.....	5	85	40	2	32	13	3	8	30	.....
Iowa.....	16	95	111	5	85	21	2	6	97	6
Jackson.....	9	58	67	5	64	25	6	4	38	19
Jefferson.....	10	82	92	4	72	21	3	23	51	15
Juneau.....	20	131	151	5	148	29	.....	11	124	16
Kenosha.....	16	31	47	5	38	23	1	26	11	9
Kewaunee.....	19	32	51	5	38	52	.....	20	22	9
La Crosse.....	13	51	74	5	48	20	2	3	53	6
La Fayette.....	16	73	89	5	73	23	2	19	56	6
Langlade.....	4	38	42	5	4	22	2	.....	36	4
Lincoln.....	4	34	38	5	27	37	3	3	24	7

*Teachers' Institutes.*

Manitowoc.....	31	61	92	5	60	34	1	25	35	31
Marathon.....	31	85	116	4	98	23	4	4	96	10
Marquette.....	9	31	40	5	38	30	.....	18	20	2
Marquette.....	8	53	61	10	44	30	8	1	42	12
Milwaukee.....	31	43	74	2	57	46	3	41	19	6
Monroe.....	10	59	69	2	60	.....	.....	.....	.....	.....
Oconto.....	13	40	53	5	35	38	.....	11	27	13
Outagamie.....	11	44	55	2	49	26	.....	11	26	12
Ozaukee.....	37	26	63	2	56	39	6	30	15	12
Ozaukee.....	36	23	59	5	36	26	4	30	17	8
Pepin.....	10	20	30	5	23	27	.....	6	18	6
Pierce.....	56	72	128	2	96	32	9	48	28	28
Pierce.....	29	64	93	5	46	26	.....	18	43	47
Polk.....	15	72	87	5	73	23	2	5	6	75
Polk.....	10	37	47	5	42	24	4	8	8	27
Portage.....	28	88	116	4	88	25	5	6	58	47
Price.....	7	38	45	4	33	24	6	9	21	9
Racine.....	12	69	81	2	76	28	9	9	63	.....
Racine.....	11	34	45	2	39	23	6	12	22	5
Racine.....	21	70	91	5	85	13	6	16	37	12
Richland.....	19	78	97	5	72	18	1	4	69	12
Rock, 1st dist.....	16	54	70	2	67	25	5	15	30	10
Rock, 1st dist.....	13	64	77	5	58	23	10	13	47	7
Rock, 2d dist.....	5	61	66	5	45	24	80	1	36	12
Sauk.....	14	34	46	5	46	21	8	40	47	.....
Sauk.....	17	85	102	5	56	25	.....	6	79	17
Shawano.....	12	51	63	5	50	21	2	8	40	13
Sheboygan.....	27	77	104	2	90	44	7	34	56	6
Sheboygan.....	29	94	123	5	109	28	1	13	75	34
Taylor.....	8	48	56	5	50	24	1	4	30	21
Trempealeau.....	13	62	75	5	62	29	7	4	15	49
Vernon.....	25	52	77	5	71	30	.....	1	49	27
Vernon.....	59	207	266	5	239	18	8	10	146	63
Walworth.....	26	155	181	5	154	.....	7	51	81	41
Washington.....	14	35	49	5	40	15	1	17	23	9
Waukesha.....	24	91	115	2	107	42	34	23	38	20

*Teachers' Institutes.*

## TEACHERS' INSTITUTES — 1891-92 — Continued.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institute.	Av. daily attendance.	Av. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Waupaca.....	8	36	46	4	40	...	...	...	...	...
Waupaca.....	18	116	134	5	126	...	5	15	80	34
Waushara.....	11	39	50	5	47	28	...	4	20	27
Waushara.....	24	66	90	5	82	23	5	3	22	60
Winnebago.....	11	47	58	2	53	19	4	15	20	15
Winnebago.....	10	50	60	2	58	106	4	18	38	...

*Colleges, Academies and Seminaries.*

## COLLEGES, ACADEMIES AND SEMINARIES — 1891-92.

INSTITUTIONS.	LOCATION.	President of Faculty or Board of Trustees.	Religious Denomination.	Year of organization.	No of Instruct-ors.		GRADUATES THIS YEAR.		GRADUATES SINCE ORGANIZATION.		No. of prepara-tory stu-dents.
							Male.	Female.	Male.	Female.	
				Totals.	136		98	46	1,844	512	755
Beloit College.....	Beloit.....	Edward D. Eaton	Cong'l and Presby..	1847	16		22		421		284
Carroll College.....	Waukesha....	Walter L. Rankin.	Presbyterian.....	1846	4		4	7	63	59	17
Christian Endeavor Academy.....	Endeavor.....	A. E. McMiller	Congregational.....	1891	0						20
Downer College.....	Fox Lake.....	Ella C. Sabin.....	Congregational.....	1855	7		4	6	23	41	6
Evansville Seminary.....	Evansville....	M. V. Clute.....	Free Methodist.....	1855	4		1	2			2
Gale College.....	Galesville....	A. A. Arnold.....	Presbyterian.....	1847	15		8	6	243	183	66
Lawrence University.....	Appleton.....	C. W. Gallagher..	Methodist Episcopal.	1864	12		12		85		120
Marquette College.....	Milwaukee....	R. J. Meyer.....	Roman Catholic.....	1844	8		7	5	232		63
Milton College.....	Milton.....	W. C. Whitford...	Seventh-Day Baptist.	1892	5						27
North Wisconsin Academy.....	Ashland.....	Samuel T. Kidder..	Christian [unsectar'n]	1884	10		10		120		61
Northwestern University.....	Watertown....	John Bading.....	Evangelical Lutheran	1870	9		5				
Pio Ne No.....	St. Francis....	M. M. Gerend.....	Roman Catholic.....	1853			7				
Rapine College.....	Racine.....	Arthur Piper.....	Protestant Episcopal	1854	14		8	3	101	62	69
St. Clare's Academy.....	Ripon.....	Rufus C. Flagg....	Cong'l and Presby..	1834	10			6		200	82
Stoughton Academy.....	Sinsinawa....	K. G. Kasberg.....	Roman Catholic.....	1888	6		15	11	56	17	



*Colleges, Academies and Seminaries.*

## COLLEGES, ACADEMIES AND SEMINARIES—1891-92.

Institutions.	Value of Buildings.	Value of Sites.	Value of Apparatus and Cabinets.	Amount of Endowment Funds.	Income from Endowment Fund.	Income from Tuition, etc.	DISBURSEMENTS.			TOTALS.
							For In-struction Repairs.	For Building and Incidental.	For Incidental.	
Beloit College .....	\$ 190,000	\$ 240,000	\$ 20,000	\$ 250,000	\$ 19,500	\$ 6,590	\$ 28,000	\$ 84,000	\$ 4,000	\$ 35,000
Carroll College .....	15,000	25,000	2,000	19,500	928	2,890	3,680	436	891	4,938
Christian Endeavor Academy .....	4,500	1,500	100	.....	.....	350	1,500	4,000	200	1,800
Downer College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Evansville Seminary .....	14,000	2,000	200	.....	.....	1,775	1,775	50	.....	1,825
Gale College .....	14,500	2,000	2,300	.....	.....	700	2,500	300	500	3,300
Lawrence University .....	75,000	20,000	37,000	116,000	5,188	3,268	9,492	14,400	1,111	23,193
Marquette College .....	20,000	100,000	3,000	.....	.....	7,003	2,400	1,000	500	3,900
Milton College .....	28,000	3,000	7,500	38,743	1,387	2,638	3,414	247	882	4,494
North Wisconsin Academy .....	28,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Western University .....	45,000	15,000	3,000	.....	.....	1,450	8,500	1,000	1,800	11,300
Pio No No .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Racine College .....	.....	.....	.....	.....	.....	16,000	3,175	.....	.....	.....
Ripon College .....	.....	100,000	.....	200,000	11,000	2,404	11,300	300	2,000	13,600
St. Clara's Academy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stoughton Academy .....	8,000	600	300	.....	.....	2,000	1,900	350	105	225
Total .....	\$ 442,000	\$ 569,100	\$ 75,400	\$ 689,213	\$ 38,003	\$ 46,995	\$ 75,636	\$ 105,723	\$ 16,869	\$ 105,518



*Reports of Catholic Schools.*

**REPORT OF THE CATHOLIC SCHOOLS—MILWAUKEE DIOCESE.  
SCHOLASTIC YEAR 1891-1892.**

	No. children enrolled, year ending 1892.	No. enrolled between 7 and 18.	No. attended 12 weeks or more.	No. teachers employed.	Amount expended for support of schools.
<b>Total .....</b>	<b>20,078</b>	<b>16,556</b>	<b>16,774</b>	<b>338</b>	<b>\$82,115 79</b>
Calumet .....	132	130	130	8	\$610 00
Crawford .....	1,097	984	981	20	4,938 25
Dane .....	363	299	297	7	1,981 00
Dodge .....	60	60	48	2	466 90
Fond du Lac .....	1,598	1,523	1,155	26	6,462 80
Grant .....	308	396	222	7	1,591 00
Iowa .....	192	170	176	4	906 00
Jefferson .....	400	299	390	9	1,700 00
Kenosha .....	395	371	329	7	2,847 50
Kewaunee .....	125	112	105	8	.....
Manitowoc .....	480	396	410	7	1,557 33
Milwaukee .....	10,613	8,052	8,339	163	40,560 66
Ozaukee .....	533	474	440	9	2,291 85
Racine .....	1,186	1,057	1,059	21	4,846 90
Richland .....	75	64	53	1	242 50
Rock .....	268	272	268	6	650 00
Sheboygan .....	812	676	745	12	3,570 00
Taylor .....	400	268	398	8	2,400 00
Walworth .....	78	65	71	2	565 00
Washington .....	575	529	505	13	2,119 00
Waukesha .....	388	359	323	8	1,771 90

**NOTE.**—The above summary does not include reports from all the parish schools in this diocese.

*Reports of Catholic Schools.*REPORT OF CATHOLIC SCHOOLS—DIOCESE OF GREEN BAY,  
SCHOLASTIC YEAR 1891-92.

County.	No. children enrolled, year ending 1892	No. enrolled between 7 and 13.	No. attended 12 weeks or more.	Days attended.	No. teachers employed.	Amount expended, for support of schools.
Total .....	9,007	8,633	8,859	1,515,727	178	\$36,125
Calumet .....	1,128	564	526	86,561	12	\$2,980
Brown .....	2,002	1,508	1,673	239,169	29	5,490
Door .....	403	297	323	43,339	7	2,680
Green Lake .....	306	290	265	44,530	4	465
Manitowoc .....	545	506	460	92,643	11	2,075
Oconto .....	501	388	474	72,146	9	2,000
Outagamie .....	2,204	1,745	1,992	346,142	36	7,825
Portage .....	1,028	905	633	157,338	19	2,850
Shawano .....	314	206	271	69,130	8	1,460
Winnebago .....	1,022	1,040	935	156,021	18	4,275
Kewaunee .....	319	297	311	39,050	6	1,220
Marquette .....	110	80	110	15,000	3	420
Waupaca .....	125	120	125	19,572	3	550
Marinette .....	403	370	390	74,690	6	1,250
Marathon .....	250	225	228	33,246	4	700
Wood .....	142	92	125	32,850	3	500

NOTE.—The 13 schools, from which no report has come this year, had the following number of children enrolled last year, by counties:

Langlade .....	395
Outagamie .....	255
Calumet .....	88
Manitowoc .....	307
Brown .....	201
	<u>1,346</u>

*Reports of Catholic Schools.*

## REPORT OF THE CATHOLIC PARISH SCHOOL, DIOCESE OF LA-CROSSE, SCHOLASTIC YEAR 1891-1892.

Counties.	Male.	Female.	Total.	No. teach'rs
Totals .....	4,198	4,332	8,530	148
Ashland .....	344	357	706	11
Barron .....	114	95	209	5
Bayfield .....	144	171	315	6
Buffalo .....	68	51	119	3
Chippewa .....	502	567	1,069	19
Clark .....	48	41	89	2
Crawford .....	222	186	408	6
Douglas .....	290	290	570	10
Dunn .....	56	64	120	2
Eau Claire .....	369	352	721	12
Juneau .....	22	36	58	1
La Crosse .....	605	650	1,255	24
Marathon .....	86	76	162	2
Mouroe .....	136	125	261	6
Pepin .....	48	50	98	2
Pierce .....	59	53	112	2
Richland .....	30	35	65	1
St. Croix .....	162	136	298	6
Sauk .....	126	164	290	7
Sawyer .....	33	33	66	2
Taylor .....	80	91	171	3
Trempealeau .....	157	173	330	6
Wood .....	371	404	775	12

Amount of salary paid to teachers \$27,200.00.

*Reports of Lutheran Schools.*

**REPORT OF LUTHERAN SCHOOLS OF WISCONSIN FOR  
YEAR 1891-1892.**

COUNTIES.	No. of Teachers.	No. of pupils between 5 and 14 years.	No. of school weeks per year.	Medium of Instruction.		No of school dist. from which children attend.
				English and German.	German.	
<b>Totals .....</b>	<b>305</b>	<b>19,649</b>	<b>8,056</b>	<b>142</b>	<b>96</b>	<b>1,373</b>
Ashland .....	4	189	132	3	1	16
Barron .....	1	76	32	.....	1	2
Bayfield .....	1	20	.....	.....	1	2
Brown .....	4	16	.....	3	1	27
Buffalo .....	1	16	26	.....	1	6
Calumet .....	3	125	84	1	2	14
Chippewa .....	3	98	60	2	1	18
Clark .....	2	68	66	1	1	10
Columbia .....	5	24	8	13	1	37
Crawford .....	1	7	30	.....	1	5
Dane .....	8	379	121	2	2	22
Dodge .....	23	849	580	7	8	107
Door .....	2	61	68	1	1	8
Dunn .....	4	211	100	2	1	13
Eau Claire .....	4	169	60	.....	2	13
Fond du Lac .....	9	433	204	3	4	57
Grant .....	4	150	116	3	1	29
Green Lake .....	3	224	114	3	.....	18
Jackson .....	1	70	18	1	.....	9
Jefferson .....	23	1,354	528	7	7	120
Juneau .....	1	40	38	.....	.....	5
Kenosha .....	4	380	123	3	.....	9
Kewaunee .....	4	251	144	3	1	24
La Crosse .....	4	250	119	2	1	14
La Fayette .....	1	190	86	.....	.....	18
Lincoln .....	3	165	76	1	1	7
Manitowoc .....	12	705	292	7	1	43
Marathon .....	7	338	179	3	3	25
Marquette .....	2	107	70	1	1	4
Marquette .....	5	176	80	2	1	16
Milwaukee City .....	66	5,188	831	19	.....	81
Milwaukee County .....	11	505	264	4	2	49
Monroe .....	4	125	81	1	2	20
Outagamie .....	11	375	252	4	3	33
Ozaukee .....	6	372	188	4	1	26
Pepin .....	1	17	16	.....	1	2
Pierce .....	1	7	24	.....	1	2
Polk .....	1	38	23	.....	.....	8
Portage .....	7	292	152	3	1	16
Racine .....	10	492	222	3	3	43
Richland .....	1	50	44	.....	1	8
Rock .....	5	275	161	5	.....	26
Saint Croix .....	4	78	169	.....	2	13
Sauk .....	6	290	20	3	3	32
Shawano .....	9	516	258	2	6	33
Sheboygan .....	20	1,171	390	7	3	45
Sheboygan .....	2	52	80	.....	2	16
Trempealeau .....	1	12	22	.....	1	.....
Vernon .....	1	45	18	.....	1	1
Walworth .....	4	170	110	3	.....	26
Washington .....	8	348	246	3	4	44
Waukesha .....	3	232	106	2	1	13
Waupaca .....	11	542	302	4	4	59
Wausara .....	2	176	66	1	1	12
Winnebago .....	18	861	401	6	4	64
Wood .....	3	177	106	2	1	13

*University of Wisconsin.*

## THE STATE UNIVERSITY.

## ENROLLMENT.

COURSE.	1890-91.	1891-92.
Ancient Classical .....	46	49
Modern Classical .....	77	97
General Science .....	64	77
English .....	134	137
Civil Engineering .....	35	41
Mechanical Engineering .....	47	42
Electrical Engineering .....	15	32
Metal and Mining Engineering .....	1	
Special students .....	213	218
Law .....	118	126
Pharmacy .....	56	63
Agricultural Short Course .....	17	45
Agricultural Long Course .....	5	3
Fellows and resident graduates .....	24	22
Dairy Course .....	72	100
Railway Engineering Course .....	3	
Total .....	966	1,092
Summer School for Teachers .....	131	145
GRADUATES AT LAST TWO COMMENCEMENTS.		
	1891.	1892.
Ancient Classical Course .....	11	8
Modern Classical Course .....	22	12
English Course .....	30	27
General Science Course .....	13	12
Civil Engineering Course .....	15	5
Law Course .....	62	53
Pharmacy Course .....	16	14
Agricultural Course .....		1
Mechanical Engineering .....		7
Total .....	169	139

## TOTAL NUMBER OF GRADUATES SINCE ORGANIZATION—1854-92.

Ancient Classical Course .....	292
Modern Classical Course .....	252
English Course .....	126
General Science Course .....	185
Normal Course (1865-67) .....	25
Engineering Courses .....	146
Law Course .....	779
Pharmacy Course .....	108
Agricultural Course .....	2
Total .....	1,910

*Normal Schools.*

## THE NORMAL SCHOOLS.

## ENROLLMENT.

1890-91.	Normal.	Prepara- tory.	Grammar.	Interme- diate.	Primary.	Total.
Platteville.....	284	14	34	36	42	380
Whitewater.....	265	61	32	44	49	451
Oshkosh.....	393	143	82	62	52	732
River Falls.....	217	50	45	38	64	414
Milwaukee.....	84	.....	33	33	33	183
	1,243	268	226	213	240	2,160
1891-92.						
Platteville.....	262	25	62	37	45	431
Whitewater.....	276	49	23	44	51	443
Oshkosh.....	446	139	111	61	66	823
River Falls.....	242	68	58	47	69	494
Milwaukee.....	80	.....	45	43	48	216
Total.....	1,306	281	299	232	279	2,397

## GRADUATES.

At last two commencements.

	ELEMENTARY.		ADVANCED.	
	1891.	1892.	1891.	1892.
Platteville.....	5	2	22	14
Whitewater.....	19	20	12	9
Oshkosh.....	29	20	3	14
River Falls.....	20	23	6	4
Milwaukee.....	.....	.....	25	22
	73	66	68	63

## TOTAL NUMBER OF GRADUATES.

	First class graduated in	Element- ary.	Advanced.	Total.
Platteville ..	1869	81	387	468
Whitewater ..	1870	307	197	504
Oshkosh ..	1875	243	107	350
River Falls ..	1879	145	50	195
Milwaukee ..	1886	.....	151	151
Total.....	.....	776	792	1,668

*State Certificates.*

## STATE CERTIFICATES ISSUED.

*For the biennial term ending September 30th, 1892.*

Name.	Kind of Certificate.	When issued.
Albert R. Jolley .....	Unlimited .....	Dec. 29, 1891
Milton E. Terry .....	Unlimited .....	Dec. 29, 1891
Mary D. Bradford .....	Limited .....	Dec. 20, 1891
A. T. Lincoln .....	Limited .....	Aug. 8, 1891
G. L. Bowman .....	Limited .....	Aug. 8, 1891
A. H. Fletcher .....	Limited .....	Aug. 8, 1891
J. W. Nesbit .....	Limited .....	Aug. 8, 1891
J. D. Rouse .....	Limited .....	Aug. 8, 1891
R. F. Skiff .....	Limited .....	Aug. 8, 1891
A. W. Smith .....	Limited .....	Aug. 8, 1891
C. W. Smith .....	Limited .....	Aug. 8, 1892
F. W. Umbreit .....	Limited .....	Jan. 4, 1892
J. T. Edwards .....	Unlimited .....	Jan. 4, 1892
Chas. D. Tousley .....	Unlimited .....	Jan. 4, 1892
M. A. Busserwitz .....	Limited .....	Jan. 4, 1892
Elmer Dent .....	Limited .....	Jan. 4, 1892
F. E. Hamlin .....	Limited .....	Jan. 4, 1892
Mary Silliman .....	Limited .....	Jan. 4, 1892
Alma B. Stanford .....	Limited .....	Jan. 4, 1892
W. F. Thiel .....	Limited .....	Aug. 10, 1892
W. D. Gibson .....	Unlimited .....	Aug. 10, 1892
H. A. Whipple .....	Unlimited .....	Aug. 10, 1892
Lee Earl Amidon .....	Limited .....	Aug. 10, 1892
D. F. Burnham .....	Limited .....	Aug. 10, 1892
B. L. Bohn .....	Limited .....	Aug. 10, 1892
John Callahan .....	Limited .....	Aug. 10, 1892
Lillian Clark .....	Limited .....	Aug. 10, 1892
Eber Datoe .....	Limited .....	Aug. 10, 1892
A. F. Elmegreen .....	Limited .....	Aug. 10, 1892
Wm. Fowle .....	Limited .....	Aug. 10, 1892
Kate Franklin .....	Limited .....	Aug. 10, 1892
J. F. Griffin .....	Limited .....	Aug. 10, 1892
Albert Guttman .....	Limited .....	Aug. 10, 1892
E. G. Herrell .....	Limited .....	Aug. 10, 1892
J. I. Jeger .....	Limited .....	Aug. 10, 1892
Geo. H. Reed .....	Limited .....	Aug. 10, 1892
C. W. Rittenberg .....	Limited .....	Aug. 10, 1892
Ella Ruebnausen .....	Limited .....	Aug. 10, 1892
E. E. Sheldon .....	Limited .....	Aug. 10, 1892

*Diplomas Countersigned.*

**STATE UNIVERSITY DIPLOMAS COUNTERSIGNED BY THE  
SUPERINTENDENT FOR THE BIENNIAL TERM END-  
ING SEPTEMBER 30, 1892.**

(These countersigned diplomas have the force and effect of unlimited state certificates.)

NAMES.	Graduated from what Course.	In what year.	Date of countersigning.
G. H. Balg.....	Ancient classical.....	1887	Oct..... 7, 1890
W. H. Luehr.....	English.....	1889	Nov.....15, 1890
George W. Paulus.....	General science.....	1889	Dec..... 2, 1890
Clara J. (Chamberlain) Porter.....	Normal department.....	1895	Dec.....10, 1890
Emma V. Drinker.....	English.....	1887	Jan.....15, 1891
Nettie L. Smith.....	English.....	1889	Feb..... 2, 1892
Myrtle M. Rundlett.....	General science.....	1889	May.....21, 1891
James L. Carey.....	Engineering.....	1888	June..... 6, 1891
Frank E. McGovern.....	English.....	1890	June.....20, 1891
Cora B. Parker.....	English.....	1890	June.....30, 1891
H. D. Kneip.....	English.....	1890	July..... 1, 1891
R. B. Hart.....	English.....	1890	Aug..... 6, 1891
Lettie E. Wood.....	Modern classical.....	1890	Aug..... 8, 1891
Eugenia Nafiz.....	General science.....	1890	Aug.....15, 1891
Helene M. Rk.....	General science.....	1890	Aug.....15, 1891
Jessie Goddard.....	Modern classical.....	1889	Aug.....22, 1891
Mary F. Connor.....	Modern classical.....	1888	Aug.....24, 1891
Frances A. Kleinpell.....	Modern classical.....	1890	Sept..... 1, 1891
J. S. Roeseler.....	English.....	1888	Sept..... 2, 1891
Cordelia Hauser.....	English.....	1888	Sept.....21, 1891
Caleb N. Harrison.....	Engineering.....	1882	Nov.....10, 1891
Pauline Saveland.....	Modern classical.....	1889	Jan.....25, 1892
Henry D. Gordwin.....	Ancient classical.....	1880	March.....21, 1892
Margaret I. Potter.....	General science.....	1890	April..... 2, 1892
Emmeline Hoffman.....	Modern classical.....	1890	May.....28, 1892
Laura L. Miller.....	Modern classical.....	1891	June..... 8, 1892
L. M. Kraege.....	English.....	1890	June.....13, 1892
Mary A. Smith.....	Modern classical.....	1890	June.....23, 1892
Elinor M. Leth.....	English.....	1891	July..... 2, 1892
Zilpha M. Vernon.....	Modern classical.....	1890	July..... 6, 1892
Frank J. Miller.....	Ancient classical.....	1891	July.....30, 1892
W. N. Parker.....	General science.....	1890	Aug..... 8, 1892
Winifred S. Romebe.....	Modern classical.....	1891	Aug..... 8, 1892
J. H. Hutchison.....	General science.....	1879	Aug.....13, 1892
Florence E. Baker.....	Ancient classical.....	1891	Aug.....22, 1892



*Diplomas Countersigned.*

# NORMAL SCHOOL DIPLOMAS AND CERTIFICATES COUNTER-SIGNED BY THE STATE SUPERINTENDENT.

*For the Biennial Term ending September 30, 1892.*

(These countersigned diplomas and certificates have respectively the force and effect of unlimited and limited state certificates.)

NAMES.	Diplomas or certificates.	When granted.	Date of countersigning.
<b>MILWAUKEE SCHOOL.</b>			
Thomas H. Lage	Diploma	1889	Nov. 6, 1891
Pauline Rother	Diploma	1883	Jan. 1, 1891
Eleanor Waigh	Diploma	1889	Feb. 7, 1891
Elizabeth E. Morgan	Diploma	1889	Feb. 7, 1891
Bridget V. O'Brien	Diploma	1889	Feb. 7, 1891
Ottillie F. Luebke	Diploma	1889	Feb. 7, 1891
Marietta B. Smith	Diploma	1889	Feb. 7, 1891
Lena M. Weltzien	Diploma	1889	Feb. 7, 1891
Sophia Hauser	Diploma	1889	Feb. 7, 1891
Katherine Barber	Diploma	1889	Feb. 7, 1891
Nettie McConnack	Diploma	1888	Feb. 7, 1891
Emma L. Thomas	Diploma	1889	Feb. 7, 1891
Katherine C. Harley	Diploma	1889	Feb. 7, 1891
F. E. Bolton	Diploma	1890	May 4, 1891
Hattie L. Goetsch	Diploma	1890	July 3, 1891
Clara L. Hallows	Diploma	1890	July 9, 1891
Lena Heideman	Diploma	1890	Aug. 10, 1891
Edith A. Purdy	Diploma	1889	Aug. 24, 1891
George B. Bergen	Diploma	1887	Sept. 4, 1891
Ernest E. Couch	Diploma	1890	Sept. 7, 1891
Neena Foote	Diploma	1890	Sept. 28, 1891
Lilian Corbitt	Diploma	1890	Oct. 17, 1891
Jacob E. Hoenes	Diploma	1888	Oct. 31, 1891
Eda Taylor	Diploma	1890	Nov. 5, 1891
Jane M. Fellows	Diploma	1900	Nov. 5, 1891
Anna F. Doerfler	Diploma	1887	Nov. 9, 1891
Eugenia O'Sullivan	Diploma	1887	Nov. 9, 1891
Carrie Sheldon	Diploma	1888	Nov. 9, 1891
Mattie N. Nichols	Diploma	1890	Nov. 9, 1891
Minnie E. Hickey	Diploma	1890	Nov. 9, 1891
Daisy G. Hauser	Diploma	1890	Nov. 9, 1891
Nellie J. Sheldon	Diploma	1890	Nov. 9, 1891
Nettie R. McKillop	Diploma	1890	Nov. 9, 1891
Mildred J. Aldrich	Diploma	1890	Nov. 9, 1891
Julia Davis	Diploma	1890	Nov. 9, 1890
Nellie M. Rodee	Diploma	1890	Nov. 9, 1891
Jennie C. Conant	Diploma	1890	Nov. 9, 1891
Alice C. Paine	Diploma	1890	Nov. 9, 1891
Minnie Froelich	Diploma	1890	Nov. 14, 1891
Marion C. Hanlon	Diploma	1890	Nov. 14, 1891
Elizabeth C. Haisler	Diploma	1891	April 7, 1892
Carrie M. Beach	Diploma	1891	May 20, 1892
Herbert E. Bolton	Diploma	1891	May 24, 1892
Glenn B. Arnold	Diploma	1891	June 6, 1892
Harry C. Buell	Diploma	1891	June 15, 1892
Jessie L. O'Leary	Diploma	1891	June 27, 1892
John J. Finan	Diploma	1891	June 30, 1892
Francis A. Brugger	Diploma	1891	July 1, 1892
Elizabeth J. Pennell	Diploma	1891	July 25, 1892
Anna E. Burnham	Diploma	1891	July 25, 1892
Mary E. Pollock	Diploma	1891	July 25, 1892
Ida E. Hegner	Diploma	1891	July 25, 1892
Elizabeth A. Hanley	Diploma	1891	July 25, 1892
Mabel L. Anderson	Diploma	1889	Sept. 1892
Jane Wright	Diploma	1891	Sept. 5, 1892

*Diplomas Countersigned.*

NAMES.	Diplomas or certificates.	When granted.	Date of countersigning.
OSHKOSH SCHOOL.			
Frank N. Miller .....	Diploma .....	1887	Dec. 10, 1890
Daniel W. Heffron .....	Diploma .....	1886	Dec. 23, 1890
Thos. W. Reilly .....	Diploma .....	1883	May 21, 1891
Harry K. White .....	Diploma .....	1890	June 6, 1891
Mary E. Ringrose .....	Certificate .....	1884	June 12, 1891
Orra L. March .....	Diploma .....	1885	June 19, 1891
Ida M. Montgomery .....	Certificate .....	1890	Aug. 6, 1891
M. Lizzie King .....	Certificate .....	1890	Aug. 6, 1891
C. F. Youmans .....	Certificate .....	1886	Aug. 6, 1891
Carrie A. Frost .....	Diploma .....	1890	Aug. 8, 1891
Lottie L. Morgan .....	Certificate .....	1878	Aug. 14, 1891
J. F. Conant .....	Certificate .....	1887	Sept. 2, 1891
Margretta Jones .....	Certificate .....	1890	Sept. 2, 1891
Tillie Sargeant .....	Certificate .....	1890	Sept. 2, 1891
Wm. F. Sell .....	Diploma .....	1889	Sept. 4, 1891
Clementina Pierson .....	Certificate .....	1889	Sept. 16, 1891
C. M. Andrews .....	Certificate .....	1888	Oct. 17, 1891
A. J. Sinnich .....	Certificate .....	1888	Dec. 9, 1891
Mary I. McFadden .....	Certificate .....	1891	June 28, 1892
Julia J. Tallmadge .....	Certificate .....	1888	July 2, 1892
Philip T. Nye .....	Certificate .....	1891	Aug. 2, 1892
Carrie A. Dunham .....	Certificate .....	1891	Aug. 2, 1892
James T. Slight .....	Diploma .....	1887	Aug. 2, 1892
Daisy R. Blackwood .....	Certificate .....	1891	Aug. 9, 1892
Laura Jones .....	Certificate .....	1891	Aug. 15, 1892
Lydia E. Thomas .....	Certificate .....	1891	Aug. 22, 1892
C. F. Youmans .....	Diploma .....	1891	Aug. 26, 1892
Alma L. Barnhart .....	Diploma .....	1890	Sept. 1, 1892
Alma L. Barnhart .....	Certificate .....	1887	Sept. 1, 1892
C. M. Andrews .....	Diploma .....	1890	Sept. 26, 1892
PLATTEVILLE SCHOOL			
Carrie Straw .....	Diploma .....	1889	Nov. 15, 1891
Annie M. Pellow .....	Diploma .....	1886	Dec. 22, 1890
Agnes Hay .....	Diploma .....	1886	Feb. 7, 1891
J. C. Nordolf .....	Diploma .....	1890	June 27, 1891
Nellie J. Rountree .....	Diploma .....	1890	July 3, 1891
Frances C. Woodward .....	Diploma .....	1890	July 9, 1891
Willis P. Colburn .....	Certificate .....	1887	Aug. 6, 1891
Madge Colburn .....	Certificate .....	1890	Aug. 6, 1891
Gertrude Buck .....	Certificate .....	1889	Aug. 6, 1891
Mamie Peck .....	Diploma .....	1890	Aug. 6, 1891
Clara E. Smith .....	Diploma .....	1889	Aug. 6, 1891
Mamie E. Martin .....	Diploma .....	1890	Aug. 6, 1891
Alice K. McGregor .....	Diploma .....	1890	Aug. 6, 1891
Florence M. Beck .....	Diploma .....	1890	Aug. 8, 1891
Anna Burton .....	Diploma .....	1890	Aug. 14, 1891
Eliza Roberts .....	Diploma .....	1890	Aug. 14, 1891
Laura Vanderbie .....	Diploma .....	1890	Aug. 24, 1891
Lulu M. Roberts .....	Diploma .....	1889	Sept. 2, 1891
T. F. Grindell .....	Diploma .....	1890	Sept. 10, 1891
Fannie L. Neely .....	Certificate .....	1888	Nov. 13, 1891
Edith E. Garside .....	Diploma .....	1890	Nov. 14, 1891
F. L. Churchill .....	Diploma .....	1890	Dec. 15, 1891
L. Ella Vernon .....	Diploma .....	1890	Jan. 25, 1892
Lucena McBride .....	Diploma .....	1888	Jan. 25, 1892
J. A. Torney .....	Diploma .....	1890	May 13, 1892
Thos. J. Jones .....	Diploma .....	1891	May 31, 1892
Elmer Roberts .....	Diploma .....	1890	June 9, 1892
Lizzie G. Bingham .....	Diploma .....	1890	June 13, 1892
J. M. Cubela .....	Diploma .....	1891	June 13, 1892
Nellie King .....	Diploma .....	1891	June 15, 1892
Mame R. Huff .....	Diploma .....	1891	June 15, 1892
Laura J. Rountree .....	Diploma .....	1891	June 30, 1892
Lina M. Johns .....	Diploma .....	1891	July 1, 1892
Lewis A. Wilson .....	Diploma .....	1890	July 5, 1892
Mary Phillips .....	Certificate .....	1891	July 25, 1892
Susan A. Bingham .....	Diploma .....	1891	July 25, 1892
Barbara Robson .....	Diploma .....	1890	July 25, 1892
Minnie J. Jacobs .....	Certificate .....	1890	Aug. 20, 1892
Jas. E. Heffernan .....	Certificate .....	1891	Sept. 5, 1892

*Diplomas Countersigned.*

NAMES.	Diplomas or Certificates.	When granted.	Date of countersigning.
<b>RIVER FALLS SCHOOL.</b>			
O. G. Libby	Diploma	1886	Dec. 22, 1890
Anna E. Gundlach	Certificate	1890	June 20, 1891
John Bille	Diploma	1890	June 29, 1891
Allannette H. Gwin	Certificate	1887	Aug. 6, 1891
Nealie Lusk	Diploma	1890	Aug. 6, 1891
John Purves	Diploma	1890	Aug. 6, 1891
Geo. Peterson	Diploma	1890	Aug. 8, 1891
Lizzie M. Gleason	Certificate	1890	Aug. 15, 1891
Edna E. Parmely	Certificate	1890	Sept. 2, 1891
Eunice P. Warne	Diploma	1890	Sept. 4, 1891
R. M. Parker	Diploma	1890	Oct. 3, 1891
Alice C. Thomas	Certificate	1890	Oct. 7, 1891
Nealie S. Knowles	Certificate	1891	May 20, 1892
Wm. A. Scharer	Diploma	1891	May 23, 1892
Nellie Warner	Certificate	1890	May 31, 1891
M. E. Sullivan	Certificate	1888	July 30, 1892
Nina Daniels	Certificate	1891	Aug. 17, 1892
Hugh Gallagher	Certificate	1891	Sept. 1, 1892
Eva F. Thompson	Diploma	1890	Sept. 2, 1892
<b>WHITEWATER SCHOOL.</b>			
Dezelle T. Warner	Certificate	1884	Oct. 2, 1890
Bertha A. Wheeler	Certificate	1888	Oct. 21, 1890
Cora E. Ellsworth	Certificate	1883	Nov. 18, 1890
Terese F. Monaghan	Certificate	1889	Mar. 28, 1891
Lillian M. Hurlburt	Certificate	1889	July 3, 1891
Hannah T. Larson	Certificate	1890	July 9, 1891
Maggie S. Maxwell	Certificate	1889	July 9, 1891
Fannie J. Smith	Certificate	1887	Aug. 6, 1891
Margaret C. Harmon	Certificate	1890	Aug. 6, 1891
Winnie C. Warning	Diploma	1890	Aug. 6, 1891
W. F. Winsey	Diploma	1890	Aug. 3, 1891
Ella F. Cassoday	Certificate	1885	Aug. 17, 1891
Ellen Oleson	Certificate	1890	Aug. 18, 1891
Ella Sprackling	Certificate	1890	Aug. 25, 1891
Ida Coburn	Certificate	1890	Sept. 11, 1891
Emma Van Schaick	Certificate	1890	Oct. 3, 1891
Sarah Dickie	Diploma	1890	Oct. 8, 1891
Jennie Hardy	Certificate	1888	Oct. 13, 1891
Maria E. Hughes	Diploma	1888	Nov. 5, 1891
Nettie Simpson	Certificate	1889	Nov. 19, 1891
Mae Van Schaick	Certificate	1890	Nov. 27, 1891
Mary Cassody	Certificate	1888	Dec. 26, 1891
Sarah Devlin	Diploma	1890	Jan. 11, 1892
Louise A. Eggleston	Certificate	1890	Mar. 14, 1892
Katherine Muck	Diploma	1891	June 6, 1892
Clara G. Rose	Certificate	1891	June 6, 1892
Myron E. Keats	Certificate	1886	June 9, 1892
Florence Shove	Certificate	1890	June 10, 1892
Josie Lingeman	Certificate	1890	June 26, 1892
Charles Gleason	Diploma	1891	July 6, 1892
Alex. Corstvet	Diploma	1891	July 23, 1892
Carrie Leach	Certificate	1890	July 25, 1892
Alma J. Pierce	Certificate	1891	July 25, 1892
Mary C. Warne	Diploma	1890	July 25, 1892
A. May Godfrey	Certificate	1891	Aug. 13, 1892
Elvira B. Weaver	Certificate	1887	Aug. 20, 1892
Effie E. Stevens	Diploma	1891	Sept. 1, 1892
Kate Greening	Certificate	1891	Sept. 1, 1892
Claude Greengo	Diploma	1891	Sept. 6, 1892
Jessie Etting	Certificate	1890	Sept. 8, 1892
Franklin Gould	Certificate	1891	Sept. 8, 1892
J. F. Bergen	Diploma	1891	Sept. 16, 1892

*Diplomas Countersigned.*DENOMINATIONAL COLLEGE DIPLOMAS, COUNTERSIGNED  
BY THE STATE SUPERINTENDENT.*For the biennial Term ending September 30, 1892.*

(These countersigned diplomas have the same force and effect of unlimited state certificates.)

Names.	Graduate of what Institution.	In what year.	Date of countersigning
J. Danford Bond.....	Milton College.....	1871	Jan. 3, 1891
Ira M. Buell.....	Beloit College.....	1878	Mar. 28, 1891
Mariam F. Gould.....	Lawrence University.....	1889	April 3, 1898
Anna L. Tompkins.....	Milton College.....	1890	May 2, 1895
Atherine Lummis.....	Lawrence University.....	1890	May 2, 1892
F. M. Jack.....	Beloit College.....	1890	May 20, 1892
Florence M. Austin.....	Lawrence University.....	1890	May 20, 1892
David A. Drew.....	Lawrence University.....	1888	May 24, 1892
Hattie I. Stannard.....	Lawrence University.....	1890	June 8, 1892

## MILWAUKEE HIGH SCHOOL NORMAL DIPLOMAS COUNTERSIGNED BY THE STATE SUPERINTENDENT.

*For the biennial term ending Sept. 30, 1891.*

(These countersigned diplomas have the force and effect of unlimited state certificates.)

NAMES.	Year of graduation	Date of countersigning.
Edith Hoppin.....	1883	November 9, 1891
Katie Krauslach.....	1883	November 9, 1891
Julius Louis Torney.....	1883	November 9, 1891
Jane Frances Mellin.....	1885	November 9, 1891
Frank A. Kroening.....	1882	November 9, 1891
Emma Emmerich.....	1883	November 9, 1891
Jane B. Passmore.....	1883	November 9, 1891
Alice Spinney.....	1883	November 9, 1891
Rose Anna Cook.....	1882	November 9, 1891
Annie Galligan.....	1884	November 9, 1891
Frances M. Walsh.....	1884	November 9, 1891
Annie M. Brennan.....	1884	November 9, 1891
Henry C. F. Boers.....	1885	November 9, 1891
Fannie Agnes Malloy.....	1882	November 9, 1891
Albert E. Kagel.....	1884	November 9, 1891
Clara M. Oldeweldt.....	1882	November 14, 1891
Ellen F. Murphy.....	1874	November 14, 1891
Frances Heiman.....	1881	November 14, 1892
Maggie Costello.....	1881	July..... 25, 1892

*Reports of Catholic Schools.*

**REPORT OF THE CATHOLIC PARISH SCHOOL, DIOCESE OF LA-CROSSE, SCHOLASTIC YEAR 1891-1892.**

Counties.	Male.	Female.	Total.	No. teach'rs
Totals .....	4,198	4,332	8,530	148
Ashland .....	344	357	706	11
Barron .....	114	95	209	5
Bayfield .....	144	171	315	6
Buffalo .....	68	51	119	3
Chippewa .....	502	567	1,069	19
Clark .....	48	41	89	2
Crawford .....	222	186	408	6
Douglas .....	280	290	570	10
Dunn .....	56	64	120	2
Eau Claire .....	369	352	721	12
Juneau .....	22	36	58	1
La Crosse .....	605	650	1,255	24
Marathon .....	86	76	162	2
Monroe .....	136	125	261	6
Pepin .....	48	50	98	2
Pierce .....	59	53	112	2
Richland .....	30	35	65	1
St. Croix .....	162	136	298	6
Sauk .....	126	164	290	7
Sawyer .....	33	33	66	2
Taylor .....	80	91	171	3
Trempealeau .....	157	173	330	6
Wood .....	371	404	775	12

Amount of salary paid to teachers \$27,200.00.

*Reports of Lutheran Schools.*

**REPORT OF LUTHERAN SCHOOLS OF WISCONSIN FOR  
YEAR 1891-1892.**

COUNTIES.	No. of Teachers.	No. of pupils between 5 and 14 years.	No. of school weeks per year.	Medium of Instruction.		No of school dist. from which children attend.
				English and German.	German.	
Totals .....	305	19,649	8,056	142	96	1,373
Ashland .....	4	189	132	3	1	16
Barron .....	1	76	32		1	2
Bayfield .....	1	20			1	2
Brown .....	4	16		3	1	27
Buffalo .....	1	16	26		1	6
Calumet .....	3	125	84	1	2	14
Chippewa .....	3	98	60	2	1	18
Clark .....	2	68	66	1	1	10
Columbia .....	5	24	30	13	1	37
Crawford .....	1	7	30		1	5
Dane .....	8	379	121	2	2	22
Dodge .....	23	849	580	7	8	107
Door .....	2	61	68		1	8
Dunn .....	4	211	100	2	1	13
Eau Claire .....	4	169	60		2	13
Fond du Lac .....	9	433	204	3	4	57
Grant .....	4	150	116		1	29
Green Lake .....	3	224	114	3		18
Jackson .....	1	70	18	1		9
Jefferson .....	23	1,354	528	7	7	120
Juneau .....	1	40	38	1		5
Kenosha .....	4	390	123	3		9
Kewaunee .....	4	251	144	3	1	24
La Crosse .....	1	250	119	2	1	14
La Fayette .....	3	190	36			18
Manitowoc .....	12	163	76	1	1	7
Marathon .....	7	705	292	3	1	43
Marinette .....	2	338	179	3	3	25
Marquette .....	5	107	70	1	1	4
Milwaukee .....	5	176	80	2	1	16
Milwaukee City .....	66	5,188	831	19		81
Milwaukee County .....	11	505	264	4	2	49
Monroe .....	4	125	81		2	20
Outagamie .....	11	375	252	4	3	33
Ozaukee .....	6	372	188	4	1	26
Pepin .....	1	17	16		1	2
Pierce .....	1	7	24		1	2
Polk .....	1	38	23	1		8
Portage .....	7	292	152	3	1	16
Racine .....	10	492	222	3	3	43
Richland .....	1	50	44		1	8
Rock .....	5	275	161	5		26
Saint Croix .....	4	78	20		2	13
Sauk .....	6	290	169	3	3	32
Shawano .....	9	516	258	2	6	33
Sheboygan .....	20	1,171	390	7	3	45
Taylor .....	2	52	80		2	16
Trempealeau .....	1	12	22		1	
Vernon .....	1	45	18		1	1
Walworth .....	4	170	110	3		26
Washington .....	8	348	246	3	4	44
Waukesha .....	3	232	106	2	1	13
Waupaca .....	11	542	302	4	1	59
Waushara .....	2	178	66		1	12
Winnebago .....	18	861	401	6	4	64
Wood .....	3	177	106	2	1	13

*University of Wisconsin.*

## THE STATE UNIVERSITY.

## ENROLLMENT.

COURSE.	1890-91.	1891-92.
Ancient Classical .....	46	49
Modern Classical .....	77	97
General Science .....	64	77
English .....	134	137
Civil Engineering .....	35	41
Mechanical Engineering .....	47	42
Electrical Engineering .....	15	32
Metal and Mining Engineering .....	1	
Special students .....	213	218
Law .....	118	126
Pharmacy .....	56	63
Agricultural Short Course .....	17	45
Agricultural Long Course .....	5	3
Fellows and resident graduates .....	24	22
Dairy Course .....	72	100
Railway Engineering Course .....	3	
Total .....	966	1,092
Summer School for Teachers .....	131	145
GRADUATES AT LAST TWO COMMENCEMENTS.		
	1891.	1892.
Ancient Classical Course .....	11	8
Modern Classical Course .....	22	12
English Course .....	30	27
General Science Course .....	13	12
Civil Engineering Course .....	15	5
Law Course .....	62	53
Pharmacy Course .....	16	14
Agricultural Course .....		1
Mechanical Engineering .....		7
Total .....	169	139

## TOTAL NUMBER OF GRADUATES SINCE ORGANIZATION—1854-92.

Ancient Classical Course .....	292
Modern Classical Course .....	252
English Course .....	136
General Science Course .....	185
Normal Course (1865-67) .....	25
Engineering Courses .....	146
Law Course .....	779
Pharmacy Course .....	108
Agricultural Course .....	2
Total .....	1,910

*Normal Schools.*

## THE NORMAL SCHOOLS.

## ENROLLMENT.

1890-91.	Normal.	Prepara- tory.	Grammar.	Interme- diate.	Primary.	Total.
Platteville.....	284	14	34	36	42	380
Whitewater.....	265	61	32	44	49	451
Oshkosh.....	393	143	82	62	52	732
River Falls.....	217	50	45	38	64	414
Milwaukee.....	84	.....	33	33	33	183
	1,243	268	226	213	240	2,160
1891-92.						
Platteville.....	262	25	62	37	45	431
Whitewater.....	276	49	23	44	51	443
Oshkosh.....	446	139	111	61	66	823
River Falls.....	242	68	58	47	69	484
Milwaukee.....	80	.....	45	43	48	216
Total.....	1,306	281	299	232	279	2,397

## GRADUATES.

At last two commencements.

	ELEMENTARY.		ADVANCED.	
	1891.	1892.	1891.	1892.
Platteville.....	5	2	22	14
Whitewater.....	19	20	12	9
Oshkosh.....	29	20	3	14
River Falls.....	20	23	6	4
Milwaukee.....	.....	.....	25	22
	73	66	68	63

## TOTAL NUMBER OF GRADUATES.

	First class graduated in	Element- ary.	Advanced.	Total.
Platteville.....	1869	81	387	468
Whitewater.....	1870	307	197	504
Oshkosh.....	1875	243	107	350
River Falls.....	1879	145	50	195
Milwaukee.....	1880	.....	151	151
Total.....	.....	776	792	1,668



*State Certificates.*

## STATE CERTIFICATES ISSUED.

*For the biennial term ending September 30th, 1892.*

Name.	Kind of Certificate.	When issued.
Albert R. Jolley .....	Unlimited .....	Dec. 29, 1891
Milton E. Terry .....	Unlimited .....	Dec. 29, 1891
Mary D. Bradford .....	Limited .....	Dec. 29, 1891
A. T. Lincoln .....	Limited .....	Dec. 20, 1891
G. L. Bowman .....	Limited .....	Aug. 8, 1891
A. H. Fletcher .....	Limited .....	Aug. 8, 1891
J. W. Nesbit .....	Limited .....	Aug. 8, 1891
J. D. Rouse .....	Limited .....	Aug. 8, 1891
R. F. Skiff .....	Limited .....	Aug. 8, 1891
A. W. Smith .....	Limited .....	Aug. 8, 1891
C. W. Smith .....	Limited .....	Aug. 8, 1892
F. W. Umbreit .....	Limited .....	Jan. 4, 1892
J. T. Edwards .....	Unlimited .....	Jan. 4, 1892
Chas. D. Tousley .....	Unlimited .....	Jan. 4, 1892
M. A. Busserwitz .....	Limited .....	Jan. 4, 1892
Elmer Dent .....	Limited .....	Jan. 4, 1892
F. E. Hamlin .....	Limited .....	Jan. 4, 1892
Mary Silliman .....	Limited .....	Jan. 4, 1892
Alma B. Stanford .....	Limited .....	Jan. 4, 1892
W. F. Thiel .....	Limited .....	Aug. 10, 1892
W. D. Gibson .....	Unlimited .....	Aug. 10, 1892
H. A. Whipple .....	Unlimited .....	Aug. 10, 1892
Lee Earl Amidon .....	Limited .....	Aug. 10, 1892
D. F. Burnham .....	Limited .....	Aug. 10, 1892
B. L. Bohn .....	Limited .....	Aug. 10, 1892
John Callahan .....	Limited .....	Aug. 10, 1892
Lillian Clark .....	Limited .....	Aug. 10, 1892
Eber Dafoe .....	Limited .....	Aug. 10, 1892
A. F. Elmegreen .....	Limited .....	Aug. 10, 1892
Wm. Fowlie .....	Limited .....	Aug. 10, 1892
Kate Franklin .....	Limited .....	Aug. 10, 1892
J. F. Griffin .....	Limited .....	Aug. 10, 1892
Albert Guttman .....	Limited .....	Aug. 10, 1892
E. G. Herrell .....	Limited .....	Aug. 10, 1892
J. I. Jegt .....	Limited .....	Aug. 10, 1892
Geo. H. Reed .....	Limited .....	Aug. 10, 1892
C. W. Rittenberg .....	Limited .....	Aug. 10, 1892
Ella Ruebnausen .....	Limited .....	Aug. 10, 1892
E. E. Sheldon .....	Limited .....	Aug. 10, 1892

*Diplomas Countersigned.*

STATE UNIVERSITY DIPLOMAS COUNTERSIGNED BY THE  
SUPERINTENDENT FOR THE BIENNIAL TERM END-  
ING SEPTEMBER 30, 1892.

(These countersigned diplomas have the force and effect of unlimited state certificates.)

NAMES.	Graduated from what Course.	In what year.	Date of countersigning.
G. H. Balg.....	Ancient classical.....	1887	Oct. .... 7, 1890
W. H. Luehr.....	English.....	1889	Nov. .... 15, 1890
George W. Paulus.....	General science.....	1889	Dec. .... 2, 1890
Clara J. (Chamberlain) Porter.....	Normal department.....	1895	Dec. .... 10, 1890
Emma V. Drinker.....	English.....	1887	Jan. .... 15, 1891
Nettie L. Smith.....	English.....	1889	Feb. .... 2, 1892
Myrtie M. Rundlett.....	General science.....	1889	May .... 21, 1891
James L. Carey.....	Engineering.....	1888	June .... 6, 1891
Frank E. McGovern.....	English.....	1890	June .... 20, 1891
Cora B. Parker.....	English.....	1890	June .... 30, 1891
H. D. Kneip.....	English.....	1890	July .... 1, 1891
R. B. Hart.....	English.....	1890	Aug. .... 6, 1891
Lettie E. Wood.....	Modern classical.....	1890	Aug. .... 8, 1891
Eugenia Naffz.....	General science.....	1890	Aug. .... 15, 1891
Helene M. rk.....	General science.....	1890	Aug. .... 15, 1891
Jessie Goddard.....	Modern classical.....	1889	Aug. .... 22, 1891
Mary F. Connor.....	Modern classical.....	1888	Aug. .... 24, 1891
Frances A. Kleinpell.....	Modern classical.....	1890	Sept. .... 1, 1891
J. S. Roeseler.....	English.....	1888	Sept. .... 2, 1891
Cordelia Hauer.....	English.....	1888	Sept. .... 21, 1891
Caleb N. Harrison.....	Engineering.....	1882	Nov. .... 10, 1891
Pauline Saveland.....	Modern classical.....	1889	Jan. .... 25, 1892
Henry D. Godwin.....	Ancient classical.....	1880	March ... 21, 1892
Margaret I. Potter.....	General science.....	1890	April ... 2, 1892
Emmeline Hoffman.....	Modern classical.....	1890	May .... 28, 1892
Laura L. Miller.....	Modern classical.....	1891	June .... 8, 1892
L. M. Kraege.....	English.....	1890	June .... 13, 1892
Mary A. Smith.....	Modern classical.....	1890	June .... 23, 1892
Elinor M. Leith.....	English.....	1891	July .... 2, 1892
Zilpha M. Vernon.....	Modern classical.....	1890	July .... 6, 1892
Frank J. Miller.....	Ancient classical.....	1891	July .... 30, 1892
W. N. Parker.....	General science.....	1890	Aug. .... 8, 1892
Winifred S. combe.....	Modern classical.....	1891	Aug. .... 8, 1892
J. H. Hutchison.....	General science.....	1879	Aug. .... 13, 1892
Florence E. Baker.....	Ancient classical.....	1891	Aug. .... 22, 1892

*Apportionment of School Fund Income.*

## APPORTIONMENT OF THE SCHOOL FUND INCOME

COUNTIES.	JUNE, 1891.		NOVEMBER, 1891, AND JUNE, 1892.		
	Children, June 30, 1890.	Apportion- ment, \$1 382 per capita	Children June 30, 1891.	Apportion- ment, \$1.024 per capita.	Apportion- ment, 33c. per capita.
Totals .....	592,372	\$306,810 46	609,289	\$623,853 42	\$201,028 51
Adams .....	2,611	3,556 18	2,731	1,937 88	901 23
Ashland .....	4,486	6,109 93	5,011	9,600 35	1,633 63
Barron .....	5,556	7,567 27	5,854	2,908 26	1,931 82
Bayfield .....	1,496	2,037 55	1,560	4,434 33	514 40
Brown .....	15,288	20,822 25	15,469	7,793 51	5,104 77
Buffalo .....	6,240	8,479 81	6,138	3,175 58	2,025 54
Burnett .....	1,731	2,257 02	1,734	1,010 60	572 22
Calumet .....	6,678	9,095 43	6,726	6,119 75	2,219 58
Chippewa .....	9,267	12,618 93	9,559	6,976 36	3,154 47
Clark .....	6,620	9,016 44	6,731	4,651 97	2,221 23
Columbia .....	9,666	13,165 09	9,541	11,708 23	3,148 53
Crawford .....	6,141	8,364 04	6,140	2,917 48	2,026 20
Dane .....	20,341	27,699 35	20,792	28,655 03	6,861 36
Dodge .....	16,360	22,282 32	16,341	20,560 91	5,392 53
Door .....	6,468	8,809 41	6,594	2,416 59	2,176 02
Douglas .....	2,317	3,155 75	4,112	16,242 92	1,356 46
Dunn .....	7,830	10,664 46	8,450	6,261 92	2,788 50
Eau Claire .....	10,153	13,828 38	10,572	8,504 99	3,488 76
Florence .....	618	841 71	685	1,189 90	226 05
Fond du Lac .....	15,736	21,432 43	15,766	18,550 98	5,302 78
Forest .....	158	215 19	189	2,300 33	62 37
Grant .....	13,422	18,280 76	13,214	12,344 42	4,370 52
Green .....	8,145	11,043 49	7,772	11,324 81	2,564 76
Green Lake .....	5,463	7,443 33	5,513	5,612 88	1,819 29
Iowa .....	8,015	10,916 43	8,109	8,084 43	2,675 97
Jackson .....	5,858	7,978 59	5,915	3,271 22	1,951 95
Jefferson .....	12,101	16,481 56	12,153	13,476 43	4,010 49
Juneau .....	6,005	8,178 81	6,170	2,870 59	2,096 10
Kenosha .....	5,123	6,977 52	5,095	7,759 26	1,681 35
Kewaunee .....	6,958	9,476 79	6,943	4,184 56	2,291 19
La Crosse .....	12,998	17,703 27	13,109	13,522 17	4,325 97
La Fayette .....	7,114	9,689 26	7,077	8,281 68	2,335 41
Langlade .....	3,040	4,140 48	3,221	2,085 34	1,062 93
Lincoln .....	3,817	5,108 75	3,663	3,926 20	1,208 79
Manitowoc .....	14,746	20,084 05	15,070	12,530 60	4,973 10
Marathon .....	11,759	16,015 75	11,988	7,032 34	3,956 04
Marquette .....	6,025	8,206 05	6,724	6,885 02	2,218 92
Marquette .....	3,652	4,974 02	3,729	1,684 48	1,220 57
Millwaukee .....	78,591	107,040 94	85,000	111,000 00	28,013 14
Monroe .....	8,458	11,519 70	8,705	4,357 78	2,872 65
Oconto .....	5,746	7,826 05	5,905	2,978 50	1,948 65
Oneida .....	986	1,342 93	1,358	3,255 38	448 14
Ooutagamie .....	14,047	19,132 01	14,588	11,224 77	4,814 04
Ozaukee .....	5,953	8,107 98	5,933	6,789 56	1,957 89
Pepin .....	2,614	3,506 26	2,506	1,247 47	826 98
Pierce .....	7,436	10,127 83	7,489	4,896 95	2,468 39
Polk .....	5,126	6,981 61	5,175	3,897 11	1,707 75
Portage .....	9,277	12,635 27	9,393	2,508 39	3,999 69
Price .....	1,390	1,893 18	1,513	3,226 29	499 29
Racine .....	13,156	17,918 47	13,278	26,621 67	4,381 74
Richland .....	7,000	9,554 00	6,962	4,530 84	2,297 46
Rock .....	13,987	19,050 29	14,241	16,292 21	4,699 53
St. Croix .....	8,134	11,078 50	8,405	6,629 35	2,773 05
Sauk .....	10,911	14,860 78	11,181	9,524 85	3,089 73
Sawyer .....	516	702 79	437	1,631 80	144 21

*Apportionment of School Fund Income.*

## APPORTIONMENT OF THE SCHOOL FUND INCOME—Continued

COUNTIES.	JUNE, 1891.		NOVEMBER, 1891, AND JUNE 1892.		
	Children, June 30, 1890.	Apportion- ment, \$1.362 per capita.	Children, June 30, 1891.	Apportion- ment, \$1.024 per capita.	Apportion- ment, 33c. per capita.
Shawano.....	7,116	9,691 99	7,518	3,325 19	2,480 94
Sheboygan.....	15,769	21,477 87	16,217	19,331 16	5,351 61
Taylor.....	2,429	3,308 29	2,574	1,197 46	849 42
Trempealeau.....	7,187	9,788 69	7,381	3,937 24	2,435 73
Vernon.....	9,614	13,094 26	9,647	4,752 03	3,183 51
Walworth.....	8,247	11,232 41	8,129	17,079 85	2,682 57
Washburn.....	690	939 78	832	985 93	274 56
Washington.....	8,772	11,947 46	8,807	11,724 12	2,906 31
Waukesha.....	10,406	14,254 69	10,553	19,730 21	3,482 49
Waupaca.....	9,610	13,088 82	9,843	4,813 22	3,248 19
Waushara.....	5,117	6,969 35	5,027	2,569 98	1,658 91
Winnebago.....	17,264	23,513 56	17,660	18,117 29	5,827 80
Wood ..	6,778	9,231 63	6,848	2,904 52	2,259 84

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*Agricultural College Fund.*


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Milwaukee city bonds.....	\$30,000 00
New Richmond city bonds .....	2,500 00
Platteville.....	7 '900 00
Tomahawk city bonds... ..	5,500 00
Loan to city of Merrill .....	7,000 00
Loan to town of Hancock, Waushara county.....	5,000 00
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Total .....	\$223,000 00
Cash on hand Sept. 30, 1892 .....	11,264 49
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Grand total.....	\$234,264 49

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*Incomes.*

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## INCOMES

Of the several funds during the year ending September  
30, 1892.

## SCHOOL FUND INCOME.

Interest on certificates of indebtedness .....	\$109,459 00
Interest on certificates of sales and loans due .....	20,955 81
Interest on bonds .....	45,533 41
Interest on loans to counties, towns, etc .....	17,382 06
One mill state tax, chapter 283, laws 1895 .....	623,859 42
State tax, section 247, R. S .....	7,088 36
Refunded, town of Thorpe .....	205 06
Refunded, town of Leola .....	82 59
Refunded town of Sun Prairie .....	70 83
Interest on deposits in banks .....	4,270 13
<b>Total .....</b>	<b>\$828,007 27</b>

## NORMAL SCHOOL FUND INCOME.

Interest on certificates of indebtedness .....	\$36,099 00
Interest on bonds .....	54,602 33
Interest on certificates of sales and loans due .....	1,853 91
Interest on loans to counties, towns, etc .....	4,507 77
Tuition, fees, books, rents, etc .....	13,533 52
State tax for Fifth normal school .....	10,000 00
Refunded .....	45 50
Interest on deposits in banks .....	2,153 86
<b>Total .....</b>	<b>\$122,796 79</b>

## UNIVERSITY FUND INCOME.

Interest on certificates of indebtedness .....	\$6,776 00
Interest on bonds .....	3,500 00
Interest on certificates of sales and loans due .....	1,014 82
Interest on loans to counties, towns, etc .....	1,140 00
Tuition fees, sales of farm products, etc .....	\$34,201 14
Appropriation by United States for Experiment Station .....	15,000 00
Nine-fortieth mill tax .....	141,872 87

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*Incomes.*


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One per cent. on railroads and other companies, ch. 283, laws 1889.....	12,415 04
Appropriation by United States for College of Agriculture and Mechanics.....	18,000 00
M. M. Jackson bequest .....	461 65
Interest on deposits in banks .....	2,697 24
Total .....	230,568 26

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 AGRICULTURAL COLLEGE FUND INCOME.
 

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Interest on certificate of indebtedness .....	\$4,242 00
Interest on bonds.....	7,175 00
Interest on certificates of sales and loans due.....	4,637 04
Interest on loans to counties, towns, etc.....	671 94
Interest on deposit in banks.....	256 66
Total .....	16,982 64

*Summer Schools.*

## PRIVATE SUMMER SCHOOLS.—1891.

Location.	Principal Teacher.	No. Enrolled.			No. Holding Certificates.			Rate of Tuition per Week.	Average Total Expense per Week.
		Male.	Female.	Total.	First Grade.	Second Grade.	Third Grade.		
Totals.....		183	724	907	39	112	673		
Alma.....	J. E. Hoenes.....			16		1	13	\$1.00	\$3.00
Baldwin.....	George Peterson.....	9	26	35		5		.75	4.00
Chippewa Falls.....	J. Leidenberg.....	3	71	74	4		16	1.00	4.50
Chetek.....	R. H. Mueller.....			42	1		38	1.00	3.50
Dartford.....	E. L. Huff.....	22	70	92			96	1.00	2.75
De Pere.....	D. S. Rice.....			62	4	7	74	.55	3.50
De Sota.....	J. F. Burgers.....	2	21	23		2	43	.60	2.60
Ellsworth.....	Jas. Goldsmithy.....	24	40	64	3		14	.75	.....
Grand Rapids.....	G. W. Paulus.....	7	66	73		6	54	1.00	4.00
Jacksonport.....	J. C. Langemak.....			25		3	22	1.00	3.50
Hartford.....	P. T. Nelson.....			52		4	39	1.00	3.75
Menomonie.....	J. E. Florin.....	10	83	93	1	13	43	1.00	2.34
Milwaukee.....	S. Kundiger.....	14	11	25				1.50	.....
Monroe.....	R. E. Sweland.....	6	50	56	4	8	28	1.00	3.50
Prairie du Chien.....	F. G. Kraege.....	2	33	35	5	9	21	.60	2.33
Rochester.....	A. E. Schaub.....	14	57	71	8	2	32	1.00	3.60
Richland Center.....	T. H. Haney.....	6	70	76	2	8	44	2.50	3.00
Rock Elm.....	Foley & Bryant.....			20		5	1	.50	2.50
Spring Green.....	W. A. Cundy.....	24	100	124	7	6	69	.50	2.75
Waterloo.....	H. A. Whipple.....	2	20	22			17	1.00	4.00
West Salem.....	A. E. Buckmaster.....	38	6	44		6	33	.90	4.00
Wilton.....	James P. Galiger.....			61		6	48	.50	2.50



